

Utah's Division of Child and Family Services

Western Region Report

Qualitative Case Review Findings

Review Conducted September 15-19, 2003

*A Joint Report by
The Child Welfare Policy and Practice Group
and
The Office of Services Review, Department of Human Services*

January 28, 2004

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Utah Division of Child and Family Services Western Region Report Review Conducted September 2003

I. Introduction

The Division of Child and Family Services (the Division) completed a comprehensive plan for the delivery of services to families and children in May 1999, entitled The Performance Milestone Plan (the Plan) pursuant to an order issued by United States District Court Judge Tena Campbell. On October 18, 1999, Judge Campbell issued an order directing the Division as follows:

- The Plan shall be implemented.
- The Child Welfare Policy and Practice Group (the Child Welfare Group) shall remain as monitor of the Division's implementation of the Plan.

The Plan provides for four monitoring processes. Those four processes are: a review of a sample of Division case records for compliance with case process requirements, a review of the achievement of action steps identified in the Plan, a review of outcome indicator trends, and, specific to the subject of this report, a review of the quality of actual case practice. The review of case practice assesses the performance of the Division's regions in achieving practice consistent with the practice principles and practice standards expressed in the Plan, as measured by the Qualitative Case Review (QCR) process.

The Plan provides for the QCR process to be employed as one method of assessing frontline practice for purposes of demonstrating performance sufficient for exit from the David C. Settlement Agreement and court jurisdiction. Related to exit from qualitative practice provisions, the Division must achieve the following in each region in two consecutive reviews:

- 85% of cases attain an acceptable score on the child and family status scale.
- 85% of cases attain an acceptable score on the system performance scale, with core domains attaining at least a rating of 70%.

The Plan anticipates that reports on the Division's performance, where possible, will be issued jointly by the Child Welfare Group and the Division, consistent with the intent of the monitor and the Division to make the monitoring process organic to the agency's self-evaluation and improvement efforts.

II. Practice Principles and Standards

In developing the Plan, the Division adopted a framework of practice, embodied in a set of practice principles and standards. The training, policies, and other system improvement strategies addressed in the Plan, the outcome indicators to be tracked, the case process tasks to be

reviewed, and the practice quality elements to be evaluated through the QCR process all reflect these practice principles and standards. They are listed below:

Protection	Development	Permanency
Cultural Responsiveness	Family Foundation	Partnerships
Organizational Competence	Treatment Professionals	

In addition to these principles or values, the Division has express standards of practice that serve both as expectations and as actions to be evaluated. The following introduction and list is quoted directly from the Plan.

Though they are necessary to give appropriate direction and to instill significance in the daily tasks of child welfare staff, practice principles cannot stand alone. In addition to practice principles, the organization has to provide for discrete actions that flow from the principles. The following list of discrete actions, or practice standards, have been derived from national practice standards as compiled by the CWPPG, and have been adapted to the performance expectations that have been developed by DCFS. These practice standards must be consistently performed for DCFS to meet the objectives of its mission and to put into action the above practice principles. These standards bring real-life situations to the practice principles and will be addressed in the Practice Model development and training.

- 1. Children who are neglected or abused have immediate and thorough assessments leading to decisive, quick remedies for the immediate circumstances, followed by long-range planning for permanency and well-being.*
- 2. Children and families are actively involved in identifying their strengths and needs and in matching services to identified needs.*
- 3. Service plans and services are based on an individualized service plan, using a family team (including the family, where possible and appropriate, and key support systems and providers), employing a comprehensive assessment of the child and family's needs, and attending to and utilizing the strengths of the child and his/her family strengths.*
- 4. Individualized plans include specific steps and services to reinforce identified strengths and meet the needs of the family. Plans should specify steps to be taken by each member of the team, time frames for accomplishment of goals, and concrete actions for monitoring the progress of the child and family.*
- 5. Service planning and implementation are built on a comprehensive array of services designed to permit children and families to achieve the goals of safety, permanence and well-being.*

6. *Children and families receive individualized services matched to their strengths and needs and, where required, services should be created to respond to those needs.*
7. *Critical decisions about children and families, such as service plan development and modification, removal, placement and permanency, are, whenever possible, to be made by a team including the child and his/her family, the family's informal helping systems, foster parents, and formal agency stakeholders.*
8. *Services provided to children and families respect their cultural, ethnic, and religious heritage.*
9. *Services are provided in the home and neighborhood-based settings that are most appropriate for the child and family's needs.*
10. *Services are provided in the least restrictive, most normalized settings appropriate for the child and family's needs.*
11. *Siblings are to be placed together. When this is not possible or appropriate, siblings should have frequent opportunities for visits.*
12. *Children are placed in close proximity to their family and have frequent opportunities for visits.*
13. *Children in placement are provided with the support needed to permit them to achieve their educational and vocational potential with the goal of becoming self-sufficient adults.*
14. *Children receive adequate, timely medical and mental health care that is responsive to their needs.*
15. *Services are provided by competent staff and providers who are adequately trained and who have workloads at a level that permit practice consistent with these principles.*

III. The Qualitative Case Review Process

Historically, most efforts at evaluating and monitoring human services, such as child welfare, made extensive, if not exclusive, use of methods adapted from business and finance. Virtually all of the measurements were quantitative and involved auditing processes: counting activities, checking records, and determining if deadlines were met. Historically, this was the approach during the first four years of compliance monitoring in the David C. Settlement Agreement. While the case process record review does provide meaningful information about

accomplishment of tasks, it is at best incomplete in providing information that permits meaningful practice improvement.

Over the past decade there has been a significant shift away from exclusive reliance on quantitative process oriented audits and toward increasing inclusion of qualitative approaches to evaluation and monitoring. A focus on quality assurance and continuous quality improvement has begun to find increasing favor, not only in business and in industry, but also in health care and human services.

The reason for the rapid ascent of the “quality movement” is simple: it not only can identify problems, it can help solve them. For example, a qualitative review may not only identify a deficiency in service plans, but may also point to why the deficiency exists and what can be done to improve the plans. By focusing on the critical outcomes and the essential system performance to achieve those outcomes, attention begins to shift to questions that provide richer, more useful information. This is especially helpful when developing priorities for practice improvement efforts. Some examples of the two approaches may be helpful:

AUDIT FOCUS :

“Is there a current service plan in the file?”

QUALITATIVE FOCUS :

“Is the service plan relevant to the needs and goals, and coherent in the selection and assembly of strategies, supports, services, and timelines offered?”

AUDIT FOCUS :

“Was the permanency goal presented to the court at the dispositional hearing?”

QUALITATIVE FOCUS :

“To what degree are the implementation of services and results of the child and family service plan routinely monitored, evaluated, and modified to create a self-correcting and effective service process?”

The QCR process is based on the Service Testing™ model developed by Human System and Outcomes, Inc., which evolved from collaborative work with the State of Alabama, designed to monitor the R. C. Consent Decree. The Service Testing™ model has been specifically adapted for use in implementing the Plan by the Division and by the court monitor, the Child Welfare Group, based on the Child Welfare Group’s experience in supporting improvements in child welfare outcomes in 11 states. Service Testing™ represents the current state of the art in evaluating and monitoring human services, such as child welfare. It is meant to be used in concert with other sources of information, such as record reviews and interviews with staff, community stakeholders, and providers.

The Utah QCR process made use of a case review protocol adapted for use in Utah from protocols used in 11 other states. The protocol is not a traditional measurement designed with specific psychometric properties. The QCR protocol guides a series of structured interviews

with key sources such as children, parents, teachers, foster parents, Mental Health providers, caseworkers, and others to support professional appraisals in two broad domains: Child and Family Status and System Performance. The appraisal of the professional reviewer examining each case is translated to a judgment of acceptability for each category of functioning and system performance reviewed using a six-point scale ranging from “Completely Unacceptable” to “Optimally Acceptable.” The judgment is quantified and combined with all other case scores to produce overall system scores.

The Utah QCR instrument assesses child and family status issues and system performance in the following discrete categories. Because some of these categories reflect the most important outcomes (Child and Family Status) and areas of system functioning (System Performance) that are most closely linked to critical outcomes, the scoring of the review involves differential weighting of categories. For example, the weight given permanence is higher than for caregiver functioning. Likewise, the weight given functional assessment is higher than the weight for successful transitions. These weights, applied when cases are scored, affect the overall score of each case. The weight for each category is reflected parenthetically next to each item.

<u>Child and Family Status</u>	<u>System Performance</u>
Child Safety (x3)	Child/Family Participation (x2)
Stability (x2)	Team/Coordination (x2)
Appropriateness of Placement (x2)	Functional Assessment (x3)
Prospects for Permanence (x3)	Long-Term View (x2)
Health/Physical Well-Being (x3)	Child and Family Planning (x3)
Emotional/Behavioral Well-Being (x3)	Plan Implementation (x2)
Learning Progress (x2)	Supports/Services (x2)
Caregiver Functioning (x2)	Successful Transitions (x1)
Family Functioning/Resourcefulness (x1)	Effective Results (x2)
Satisfaction (x1)	Tracking Adaptation (x3)
Overall Status	Caregiver Support (x1)
	Overall System Performance

The fundamental assumption of the Service Testing™ model is that each case is a unique and valid test of the system. This is true in the same sense that each person who needs medical attention is a unique and valid test of the health care system. It does not assume that each person needs the same medical care, or that the health care system will be equally successful with every patient. It simply means that every patient is important and that what happens to that individual patient matters. It is little consolation to that individual that the type of care they receive is usually successful. This point becomes most critical in child welfare when children are currently, or have recently been, at risk of serious harm. Nowhere in the child welfare system is the unique validity of individual cases clearer than the matter of child safety.

Service Testing™, by aggregating the systematically collected information on individual cases, provides both quantitative and qualitative results that reveal in rich detail what it is like to be a consumer of services and how the system is performing for children and families. The findings of the QCR will be presented in the form of aggregated information. These are brief summaries

written at the conclusion of the set of interviews done for each case. They are provided only as illustrations to put a “human face” on issues of concern.

Methodology

Cases reviewed were randomly selected from the universe of the case categories of out-of-home, Protective Family Preservation (PFP) services, Protective Services Supervision (PSS), and Protective Service Counseling (PSC) in the region. These randomly selected cases were then inserted into a simple matrix designed to ensure that critical facets of the Division population are represented with reasonable accuracy. These variables stratified the sample to insure that there was a representative mix of cases of children in out-of-home care and in their own homes. For children in out-of-home care, the sample was further stratified to assure that children in a variety of settings (family foster care, group care, and therapeutic foster care) were selected. Cases were also distributed to permit each office in the region to be reviewed and to assure that no worker had more than one of his/her cases reviewed. An additional number of cases were selected to serve as replacement cases, which are a pool of cases used to substitute for cases that could not be reviewed because of worker or family circumstances (illness, lack of family consent, etc).

The sample thus assured that:

- Males and females were represented.
- Younger and older children were represented.
- Newer and older cases were represented.
- Larger and smaller offices were represented.

A total of 24 cases were selected for the review, and 24 cases were reviewed.

Reviewers

The Child Welfare Group qualitative reviewers included professionals with extensive experience in child welfare and child mental health. Most of the reviewers had experience in the Alabama child welfare reform, as well as other reform and practice improvement initiatives around the United States. The Child Welfare Group has employed the QCR process in 11 different states. Utah reviewers “shadowed” the Child Welfare Group reviewers as a part of the reviewer certification process. These reviewers, once certified, will become reviewers themselves and will participate in subsequent reviews.

Stakeholder Interviewers

As a compliment to the individual case reviews, the Child Welfare Group staff and Utah staff interviewed key local system leaders from other child and family serving agencies and organizations in the region about system issues, performance, assets, and barriers. These external perspectives provide a valuable source of perspective, insight, and feedback about the performance of Utah’s child welfare system. Their observations are briefly described in a separate section.

IV. System Strengths

In the course of the review, a number of system assets were observed in individual case practice. These are listed below.

- Receptiveness and attitude of the region; willingness to attend to the feedback from the review.
- Much stronger culture of the Child and Family Team.
- Good example of how to use the Long-Term View to move a child toward independence.
- Great advocacy for getting the needs of teenagers met in the least restrictive setting.
- Foster parents very complimentary of the responsiveness to their needs.
- Excellent array of services.
- Good work to develop informal supports.
- Three agencies unified their plans.
- Two cases where there was a shared understanding of the needs of the child, not just the legal timelines.
- Team separated by distance had very good coordination.
- Difficult team case had three foster options that were invested in the child and willing to support her.
- Good stability in placement.
- Good attention to stability in a case of a kinship placement in another region.
- Plan in place to insure the sibling relationship was maintained.
- Parents were pleased with the outcomes in their cases.
- Region has financial resources and creative use of flexible funding.
- Mother brought to full partnership even when child is in an institutional setting.
- Saw improvement to a functional assessment; team had good understanding.
- Good attention to engaging mother while incarcerated; stayed an active participant.
- Good connection between domestic violence and child welfare services.
- Good relationship with legal partners.
- Saw where a new worker was trained and mentored according to the plan.

V. Characteristics of the Western Region

Trend Indicators for the Western Region

The Division provided current regional trend data and data comparative to the past fiscal year. The table for the Western Region, along with that of the other regions, is included in the Appendix.

VI. Stakeholder Observations

The results of the QCRs should be considered within a broader context of local interaction with community partners. Presented in this section is a summary of impressions and observations offered by the key stakeholders who were interviewed during the course of the review.

Summary of Stakeholder Interviews

The following groups or individuals were interviewed: DCFS administrators, DCFS supervisors, DCFS caseworkers, DCFS trainers, foster parents, and a juvenile court judge.

DCFS Administrators

Administrators reported success in getting nearly all workers caught up on Practice Model training. They provide monthly training and refresher courses and weekly mentoring for new workers. In January they will begin a half-day training/half-day mentoring schedule.

Administrators reported success in using the teaming process to set expectations with residential providers and having transition plans set early on. They are working on establishing a partnership with Wasatch Mental Health (WMH) that will result in WMH taking the lead on cases where there are severe mental health issues.

Analysis of data has revealed that disruptions and moves tend to be highest with children who are age 13 years or older. A placement committee is meeting each week to review needs and achieve well thought out placements.

Administrators are helping supervisors focus on specific data indicators and recognize the need to prioritize the reports and data. They are working on a graphic presentation of data so that it is more user-friendly.

Administrators believe their biggest challenge next year will be incorporating Practice Model principles into CPS practice and investigations. As part of this, the relationship with the Attorneys General will be addressed so that cases can be more clinically driven rather than legally driven.

Administrators identified housing for clients as their greatest resource need.

DCFS Supervisors

Domestic Violence Court that functions similar to the Drug Court would be helpful as would more structured foster homes. They also stated that staffing has been an issue. Because they are waiting for new workers to come on board, supervisors have been doing cases. This has been especially prevalent in CPS. The new protective order rules have also meant an increased caseload for CPS. Supervisors were also concerned that there are no incentives for good work, which is contrary to what workers preach to families.

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On the issue of training, supervisors see a need to get workers out into the field faster. They suggest that some classroom training could be combined or eliminated, and more time be allotted for field training.

To address budgetary concerns, high cost placements go before a committee. A team has been set up to review intensive services.

Supervisors identified these resource needs: housing for clients and services for young people who do not qualify for DSPD or mental health services.

Reducing the number of Foster Care Citizen Reviews, adding a third Drug Court, and assigning an administrator to supervisors were all reported as positive changes that have been implemented in the past year.

DCFS Trainers

The trainers appreciated the new administration for insuring that workers are getting the training completed. The region is providing mentoring opportunities to make the training “real.”

Monthly refresher trainings and Monday meetings are provided to reinforce training. A six-hour unit of Practice Model training is being provided to new and current foster parents. They hope to have all foster parents trained by December. They are planning on deploying a mini training on flexible funding statewide in January.

DCFS Caseworkers

Caseworkers listed worker turnover, supervisors being unavailable to mentor because they have caseloads themselves, and a lack of training on new adoption subsidy policy as recent changes that have negatively affected casework. A change in the policy regarding face-to-face visits with children has freed up workers’ time and was reported as a positive change.

Workers listed supportive leadership, team consistency, Practice Model training for new workers, mentoring, and teaming as things that are working well. They see family teaming as the core of casework and believe that if there is a team the case will be successful.

The workers saw opportunities to improve the Practice Model training. They would like to eliminate the “fluff,” make it more realistic to address specifics such as dealing with resistant clients, and resolve conflicts between the training and casework.

Caseworkers need additional resources such as more special needs money and access to better therapists. They would also like to see more training for residential providers, proctor parents, and group home staff members who they believe receive less training than DCFS foster parents.

Workers are feeling pressured to cut back on UA’s or require the client to pay. There is also a waiting list for drug court. Finally, workers would like better information about how to access existing resources that are available.

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Caseworkers perceive their supervisors as being most concerned about timeframes, paperwork, SAFE overdue action items, and reducing risks and liability. They find it difficult to get time with their supervisors unless they have a crisis situation.

Some of the challenges that workers face are dealing with parents who are involved in custody battles, clients who get into relationships with each other, parents delaying accepting responsibility thus making it difficult to complete drug programs and meet permanency deadlines, and foster parents who manipulate the system, triangulate, or wait until there is a crisis to ask the worker for help.

In the area of education, workers reported feeling hostility from school administration. They feel the district defers decisions to them rather than bringing their expertise to the team. The lack of a behavior modification program in the Alpine District and lack of resources for pre-teen children while they are still moldable were seen as barriers.

If workers could change anything, they would like better direction from upper administration and supervisors. They would like paperwork reduced and find it ironic that they are not allowed overtime, yet they see no other way to take care of the overload.

Foster Parents

Foster parents report a big improvement in the support they receive from the Division and feel that most often they work with good caseworkers. They perceived the Foster Care Coordinator as a vital support.

When asked about resources, foster parents said they would like DCFS to provide more tracker services like those they see being provided by private agencies. They also need more help with mentoring and respite. Respite for sexual perpetrators was particularly difficult to locate. Issues around adoption subsidies, particularly the concern that lack of subsidies may be discouraging adoptions, was also discussed. Foster parents also mentioned the gap in services for older youth who do not have the skills to be on their own due to their level of mental functioning. They do not see them being kept in care until age 21 years like they could be.

Foster parents have had difficulty getting therapy for their foster children if they are not in the WMH system. They see a need to access providers other than WMH, who they feel rely much too heavily on interns to provide services. They are also experiencing delays in getting medications from the designated provider, so instead they go to the emergency room.

Foster parents were pleased with the use of teaming. They have been taught that they can call a meeting if they need to. They have found all but one worker to be very responsive.

Juvenile Court Judge

This judge reported tremendous progress by the Division. She sees team meetings happening regularly. She believes communication with the Division is open. She sees a continuing challenge in communicating the Practice Model to judges. There needs to be a way to make it more concrete.

Statewide, Guardians ad Litem are reporting that insufficient attention is being paid to child protection. In Fourth District, she sees a difference because the Division is willing to listen and rethink their point. She appreciates the attitude of local division leadership who are good at sitting down and talking about concerns.

This judge sees a need to get state permanency statutes to mirror ASFA, to address statewide child protection issues, and to provide more mentors and role models so that children have a glimpse of “normal” life.

VII. System Performance Analysis, Trends, and Practice Improvement Needs

The QCR findings are presented in graphic form to help quantify the observations of the qualitative assessment. Graphs show a comparison of scores for last year’s review with the recent review. The graphs of the two broad domains of Child and Family Status and System Performance show the% of cases in which the key indicators were judged to be “acceptable.” A six-point rating scale is used to determine whether or not an indicator is judged to be acceptable. Reviewers scored each of the cases reviewed using these rating scales. The range of ratings is as follows:

- 1 Completely Unacceptable
- 2 Substantially Unacceptable
- 3 Partially Unacceptable
- 4 Minimally Acceptable
- 5 Substantially Acceptable
- 6 Optimal Status/Performance

Child and Family Status as well as System Performance is evaluated using 11 key indicators. An overall, summative score is compiled for each. Scoring for the indicators relative to each of the two domains follow.

Child and Family Status Indicators

Overall Status

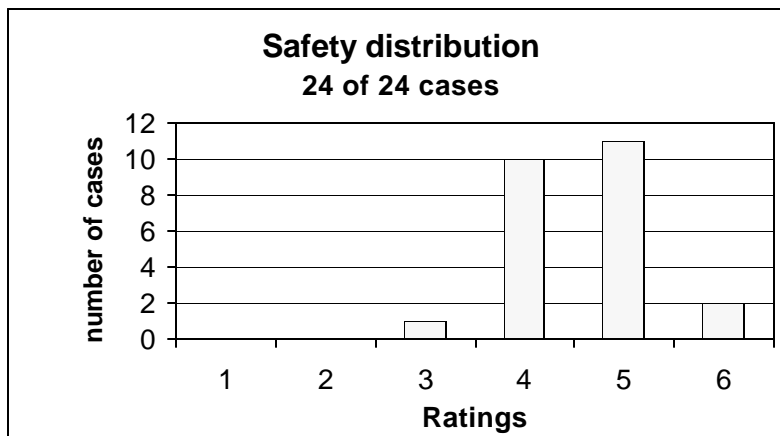
Western Child Status

	# of cases	# of cases	# of cases	FY00	FY01	FY02	FY03	FY04
	Acceptable	Needing Improvement	Exit Criteria 85% on overall score	Baseline Scores				Current Scores
Safety	23	1	95.8%	59.1%	82.6%	100.0%	95.8%	95.8%
Stability	17	7	70.8%	72.7%	65.2%	62.5%	70.8%	70.8%
Appropriateness of Placement	22	2	91.7%	86.4%	95.7%	95.7%	91.7%	91.7%
Prospect for Permanence	14	10	58.3%	63.6%	50.0%	58.3%	58.3%	58.3%
Health/Physical Well-being	23	1	95.8%	86.4%	95.7%	100.0%	95.8%	95.8%
Emotional/Behavioral Well-being	21	3	87.5%	63.6%	60.9%	87.5%	66.7%	87.5%
Learning Progress	20	4	83.3%	77.3%	91.3%	95.7%	70.8%	83.3%
Caregiver Functioning	14	1	93.0%	45.5%	87.5%	93.3%	94.4%	93.3%
Family Resourcefulness	8	7	53.3%	31.8%	35.7%	75.0%	46.7%	53.3%
Satisfaction	19	5	79.2%	95.5%	91.3%	87.5%	87.5%	79.2%
Overall Score	22	2	91.7%	50.0%	82.6%	100.0%	91.7%	91.7%

Safety

Summative Questions: Is the child safe from manageable risks of harm (caused by others or by the child) in his/her daily living, learning, working and recreational environments? Are others in the child's daily environments safe from the child? Is the child free from unreasonable intimidation and fears at home and school?

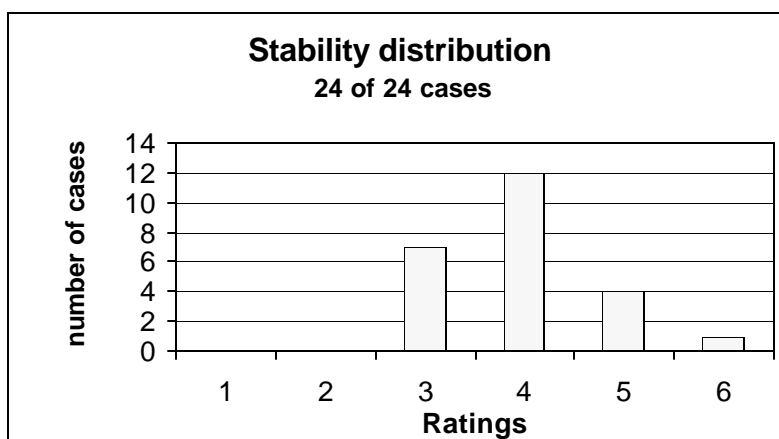
Findings: 95.8% of cases were within the acceptable range (4-6).



Stability

Summative Questions: Are the child's daily living and learning arrangements stable and free from risk of disruption? If not, are appropriate services being provided to achieve stability and reduce the probability of disruption?

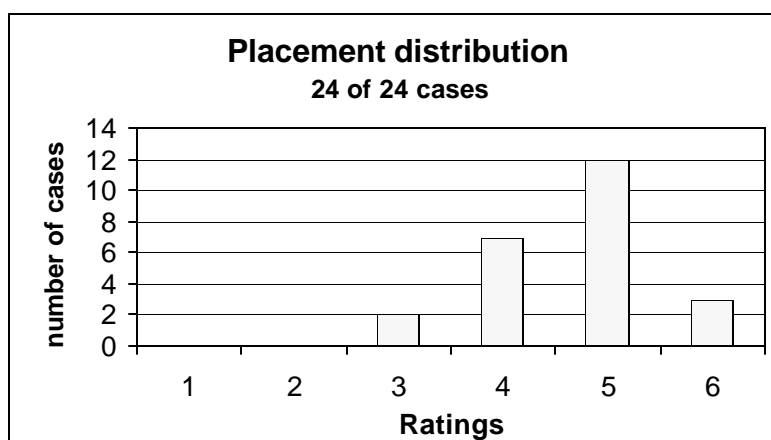
Findings: 70.8% of cases were in the acceptable range (4-6).



Appropriateness of Placement

Summative Questions: Is the child in the most appropriate placement consistent with the child's needs, age ability and peer group and consistent with the child's language and culture?

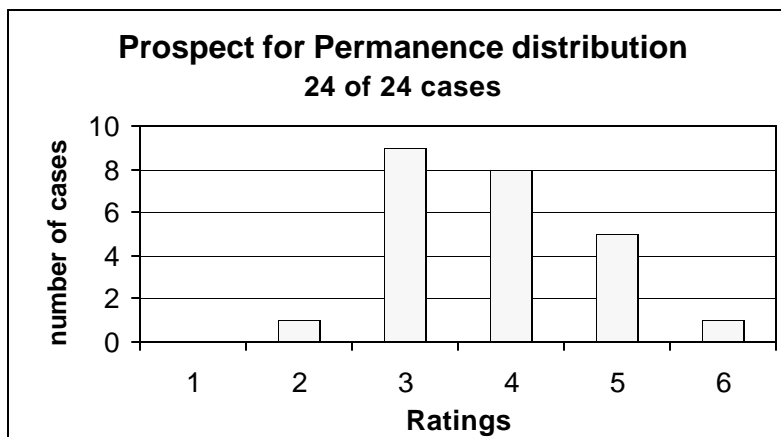
Findings: 91.7% of cases were in the acceptable range (4-6).



Prospects for Permanence

Summative Questions: Is the child living in a home that the child, caregivers, and other stakeholders believe will endure until the child becomes independent? If not, is a permanency plan presently being implemented on a timely basis that will ensure that the child will live in a safe, appropriate, permanent home?

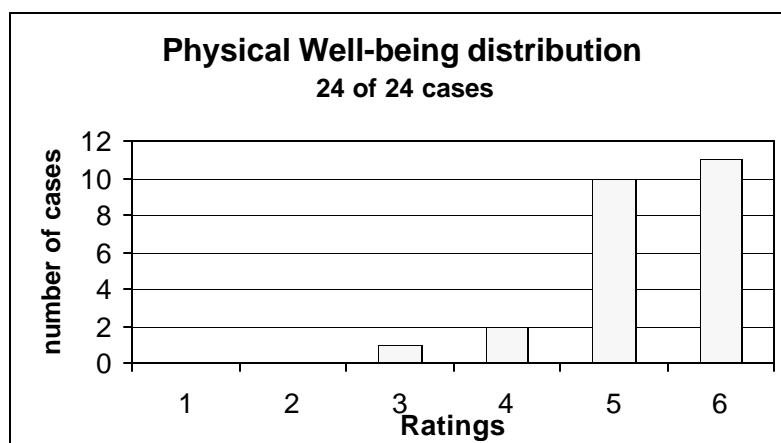
Findings: 58.3% of cases were within the acceptable range (4-6).



Health/Physical Well-Being

Summative Questions: Is the child in good health? Are the child's basic physical needs being met? Does the child have health care services, as needed?

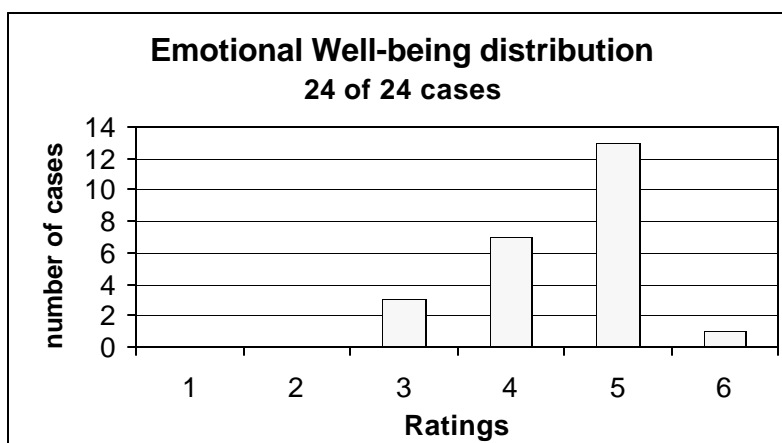
Findings: 95.8% of cases were within the acceptable range (4-6).



Emotional/Behavioral Well-Being

Summative Questions: Is the child doing well, emotionally and behaviorally? If not, is the child making reasonable progress toward stable and adequate functioning, emotionally and behaviorally, at home and school?

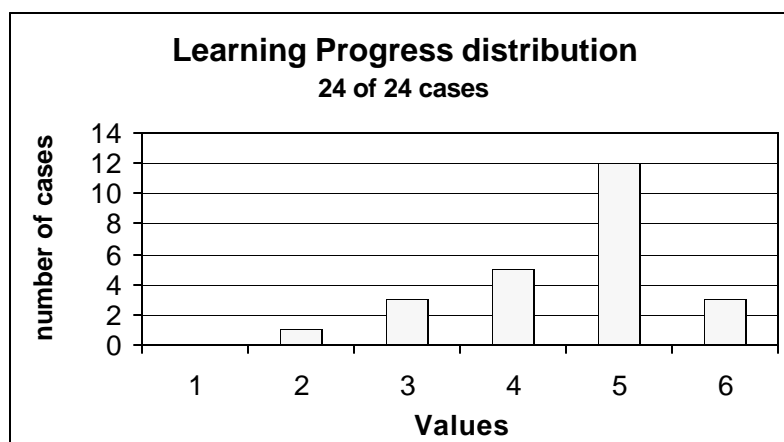
Findings: 87.5% of cases were within the acceptable range (4-6).



Learning Progress

Summative Question: (For children age five and older.) Is the child learning, progressing and gaining essential functional capabilities at a rate commensurate with his/ her age and ability?

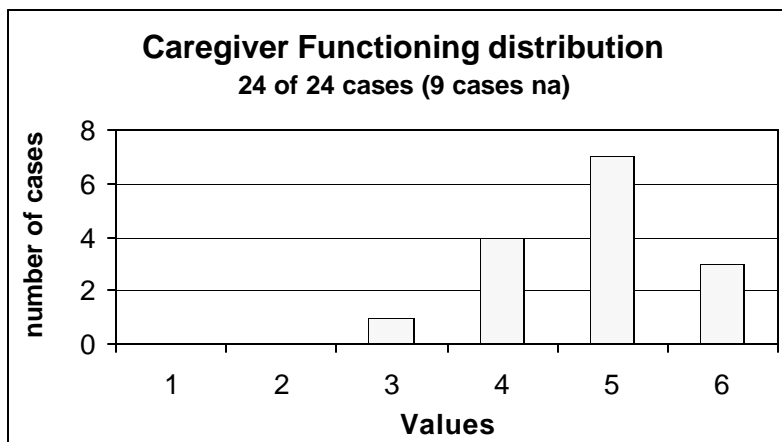
Findings: 83.3% of cases were within the acceptable range (4-6).



Caregiver Functioning

Summative Questions: Are the substitute caregivers, with whom the child is currently residing, willing and able to provide the child with the assistance, supervision, and support necessary for daily living? If added supports are required in the home to meet the needs of the child and assist the caregiver, are these supports meeting the need?

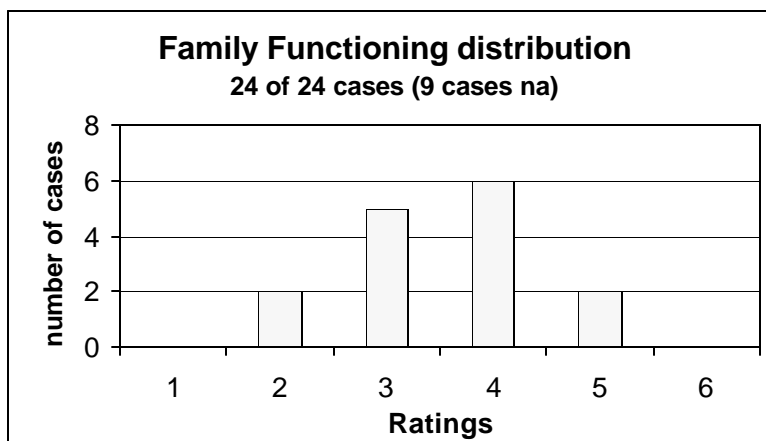
Findings: 93.3% of cases were within the acceptable range (4-6).



Family Functioning and Resourcefulness

Summative Questions: Does the family, with whom the child is currently residing or has a goal of reunification, have the capacity to take charge of its issues and situation, enabling them to live together safely and function successfully? Do family members take advantage of opportunities to develop and/or expand a reliable network of social and safety supports to help sustain family functioning and well-being? Is the family willing and able to provide the child with assistance, supervision, and support necessary for daily living?

Findings: 53.3% of cases were within the acceptable range (4-6).



Satisfaction

Summative Question: Are the child and primary caregiver satisfied with the supports and services they are receiving?

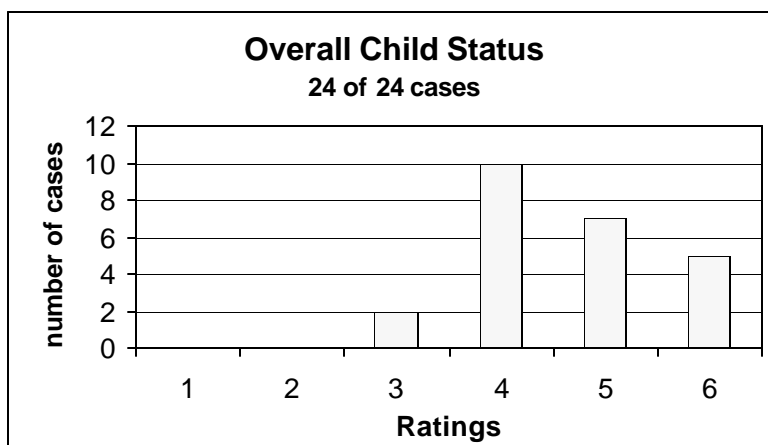
Findings: 79.2% of cases were within the acceptable range (4-6).



Overall Child Status

Summative Questions: Based on the Service Test findings determined for the Child Status Exams 1-11, how well is this child presently doing? Overall child status is considered acceptable when specified combinations and levels of examination findings are present. A special scoring procedure is used to determine Overall Child Status using a 6-point rating scale.

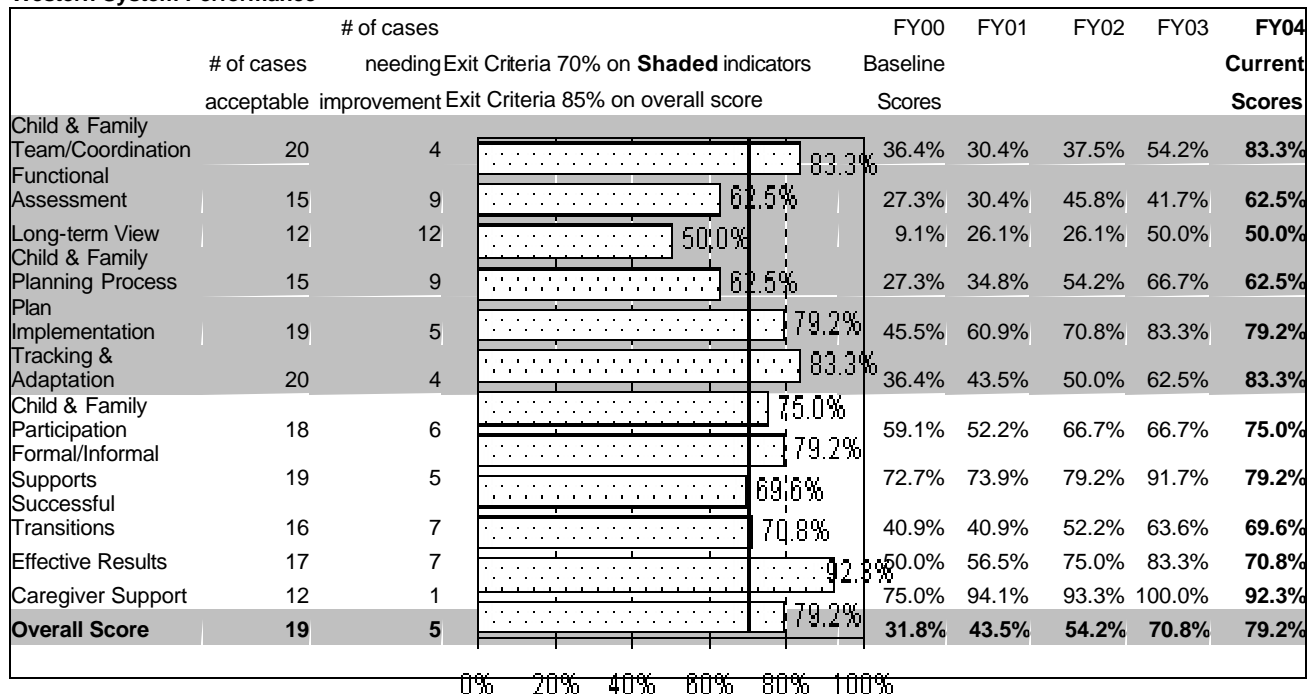
Findings: 91.7% of cases were within the acceptable range (4-6).



System Performance Indicators

Overall System

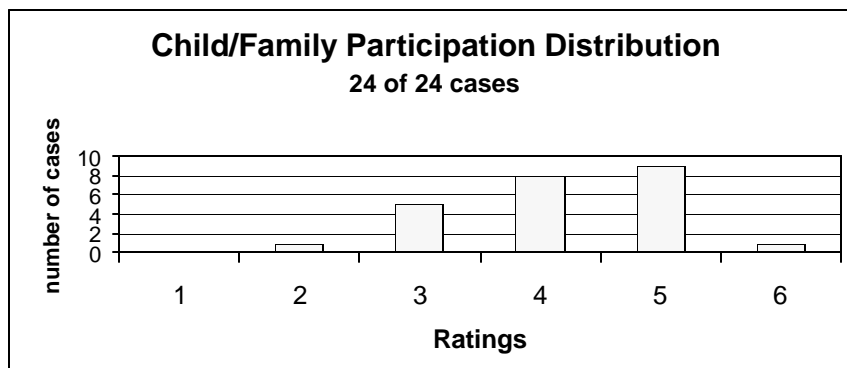
Western System Performance



Child/Family Participation

Summative Questions: Are family members (parents, grandparents, and stepparents) or substitute caregivers active participants in the process by which service decisions are made about the child and family? Are parents/caregivers partners in planning, providing, and monitoring supports and services for the child? Is the child actively participating in decisions made about his/her future?

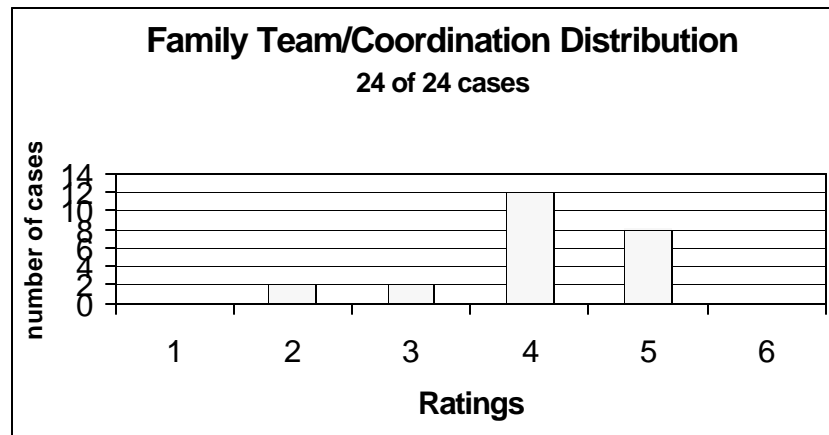
Findings: 75% of cases were within the acceptable range (4-6).



Child/Family Team and Team Coordination

Summative Questions: Do the people who provide services to the child/family function as a team? Do the actions of the team reflect a pattern of effective teamwork and collaboration that benefits the child and family? Is there effective coordination and continuity in the organization and provision of service across all interveners and service settings? Is there a single point of coordination and accountability for the assembly, delivery, and results of services provided for this child and family?

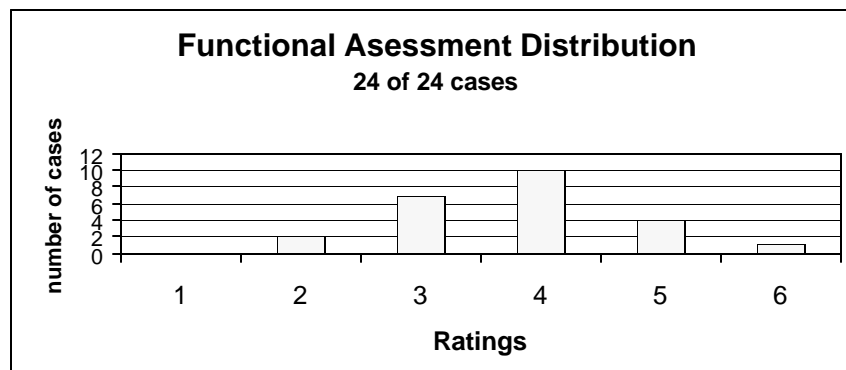
Findings: 83.3% of cases were within the acceptable range (4-6).



Functional Assessment

Summative Questions: Are the current, obvious and substantial strengths and needs of the child and family identified through existing assessments, both formal and informal, so that all interveners collectively have a “big picture” understanding of the child and family and how to provide effective services for them? Are the critical underlying issues identified that must be resolved for the child to live safely with his/her family independent of agency supervision or to obtain an independent and enduring home?

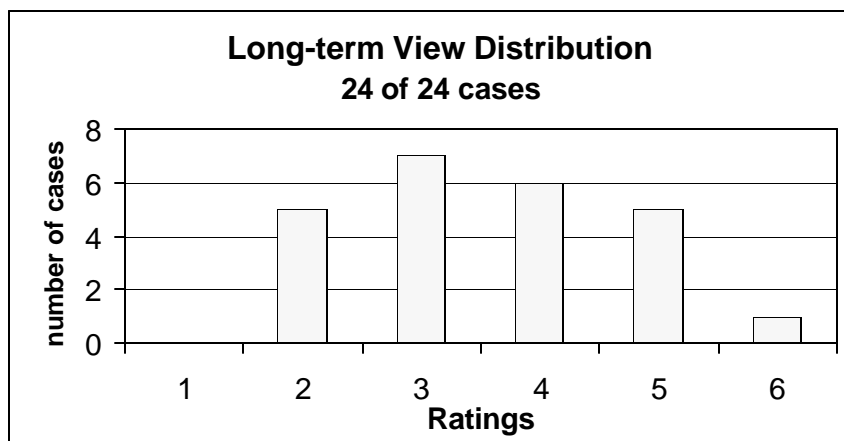
Findings: 62.5% of cases were within the acceptable range (4-6).



Long-Term View

Summative Questions: Is there an explicit plan for this child and family that should enable them to live safely without supervision from child welfare? Does the plan provide direction and support for making smooth transitions across settings, providers and levels of service?

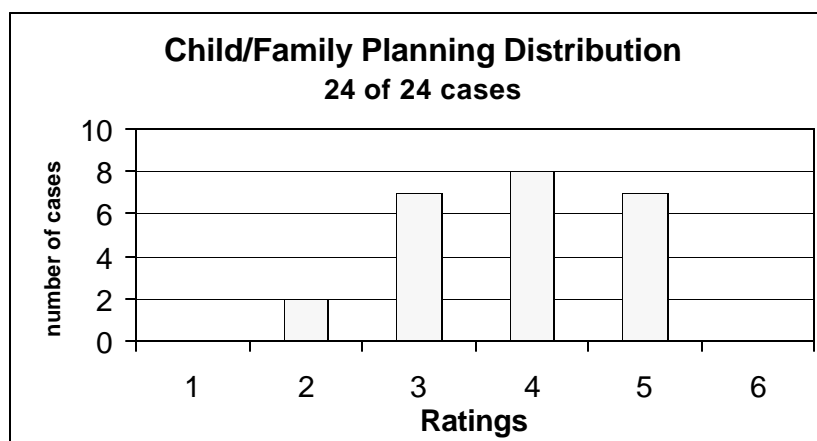
Findings: 50% of the cases were within the acceptable range (4-6).



Child and Family Planning Process

Summative Questions: Is the service plan (SP) individualized and relevant to needs and goals? Are supports, services and interventions assembled into a holistic and coherent service process that provides a mix of elements uniquely matched to the child/family's situation and preferences? Does the combination of supports and services fit the child and family's situation so as to maximize potential results and minimize conflicting strategies and inconveniences?

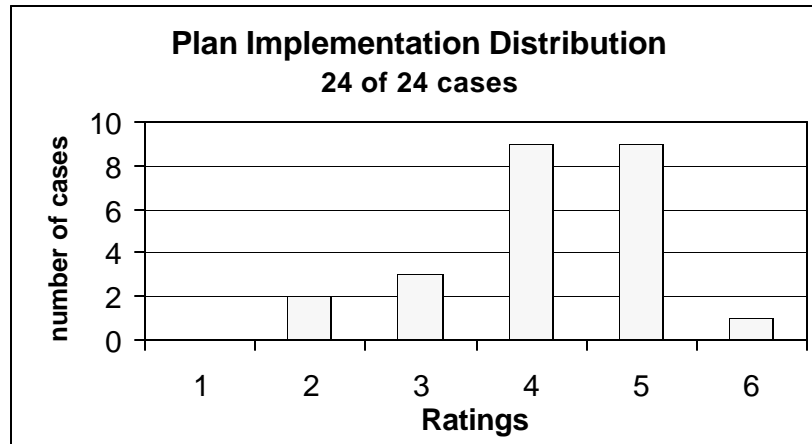
Findings: 62.5% of cases were within the acceptable range (4-6).



Plan Implementation

Summative Questions: Are the services and activities specified in the service plan for the child and family, 1) being implemented as planned, 2) delivered in a timely manner and 3) at an appropriate level of intensity? Are the necessary supports, services and resources available to the child and family to meet the needs identified in the SP?

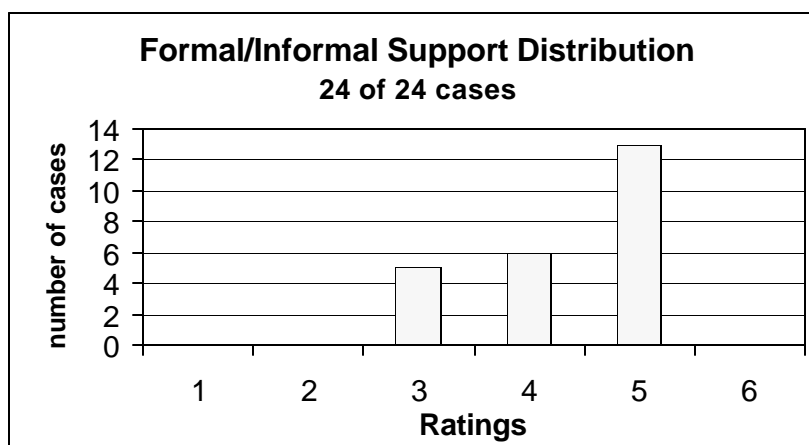
Findings: 79.2% of cases were within the acceptable range (4-6).



Formal/Informal Supports

Summative Questions: Is the available array of school, home and community supports and services provided adequate to assist the child and caregiver reach levels of functioning necessary for the child to make developmental and academic progress commensurate with age and ability?

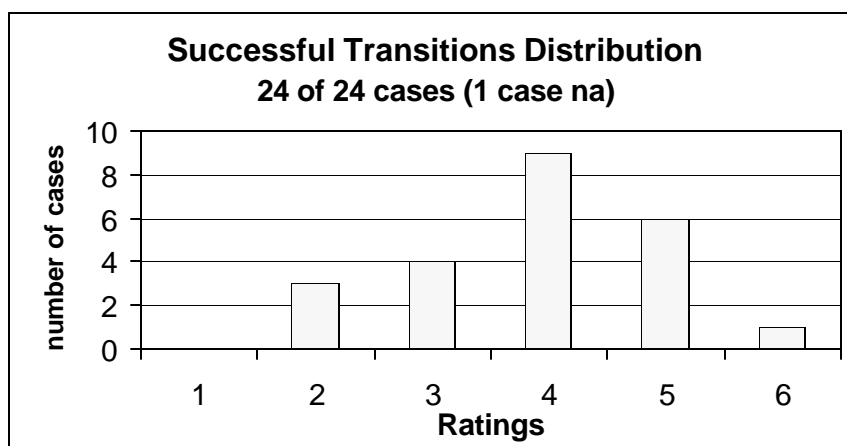
Findings: 79.2% of cases were within the acceptable range (4-6).



Successful Transitions

Summative Questions: Is the next age-appropriate placement transition for the child being planned and implemented to assure a timely, smooth and successful situation for the child after the change occurs? If the child is returning home and to school from a temporary placement in a treatment or detention setting, are transition arrangements being made to assure a smooth return and successful functioning in daily settings following the return?

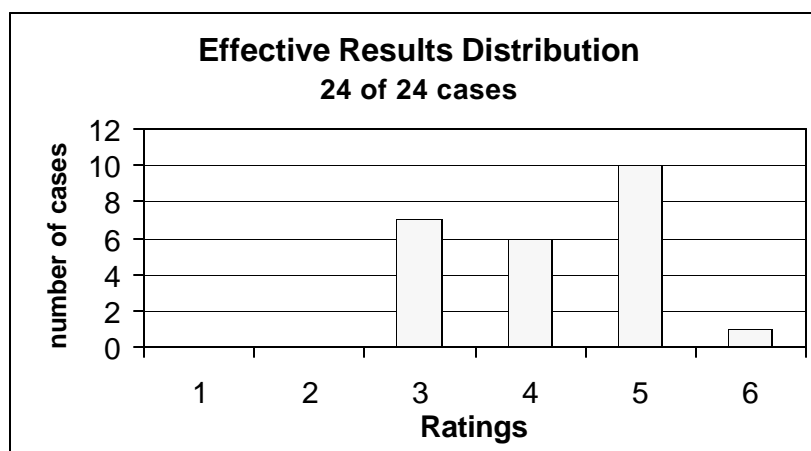
Findings: 69.6% of cases were within the acceptable range (4-6).



Effective Results

Summative Questions: Are planned education, therapies, services and supports resulting in improved functioning and achievement of desired outcomes for the child and caregiver that will enable the child to live in an enduring home without agency oversight?

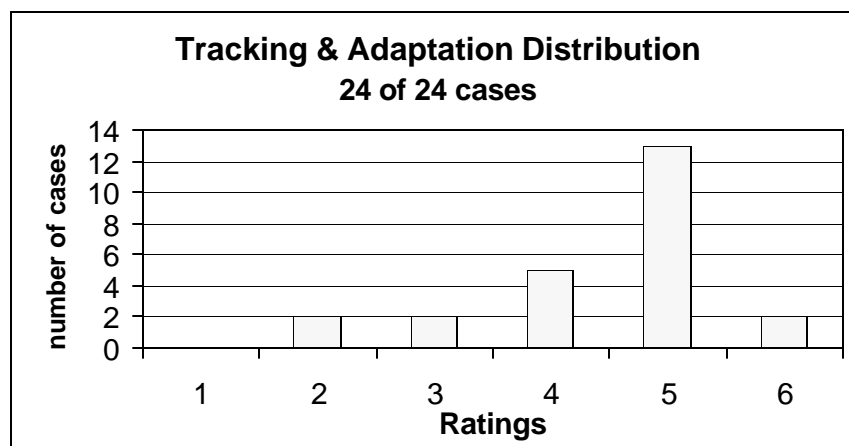
Findings: 70.8% of cases were within the acceptable range (4-6).



Tracking and Adaptation

Summative Questions: Are the child and caregiver's status, service process, and results routinely followed along and evaluated? Are services modified to respond to the changing needs of the child and caregiver and to apply knowledge gained about service efforts and results to create a self-correcting service process?

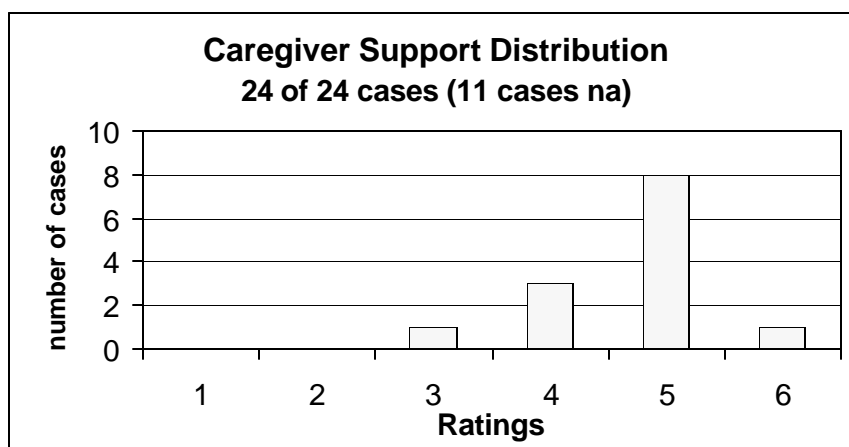
Findings: 83.3% of cases were within the acceptable range (4-6).



Caregiver Support

Summative Questions: Are substitute caregivers in the child's home receiving the training, assistance and supports necessary for them to perform essential parenting or caregiving functions for this child? Is the array of services provided adequate in variety, intensity and dependability to provide for caregiver choices and to enable caregivers to meet the needs of the child while maintaining the stability of the home?

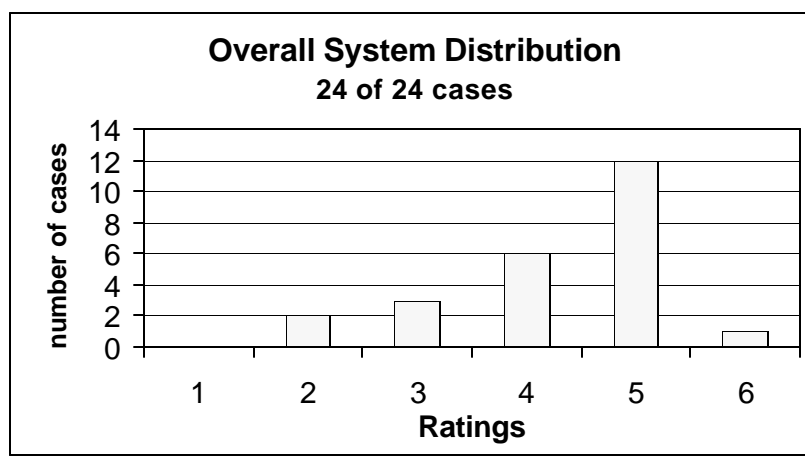
Findings: 92.3% of scores were in the acceptable range (4-6).



Overall System Performance

Summative Questions: Based on the Qualitative Case Review findings determined for System Performance exams 1-10, how well is the service system functioning for this child now? Overall system performance is considered acceptable when specified combinations and levels of examination findings are present. A special scoring procedure is used to determine Overall System Performance for a child.

Findings: 79.2% of cases were within the acceptable range (4-6).



Status Forecast

One additional measure of case status is the prognosis by the reviewer of the child and family's likely status in six months, given the current level of system performance. Reviewers respond to the question, "Where do you see this child in six months?" Of the cases reviewed, 29% were anticipated to be unchanged, 8% were expected to decline in status, and 63% were expected to improve.

Outcome Matrix--Overall Status of Child/Family

The display below presents a matrix analysis of the service testing time during the QCR. Each of the cells in the matrix shows the percent of children experiencing one of four possible outcomes:

Outcome 1: child status acceptable, system performance acceptable

Outcome 2: child status unacceptable, system performance acceptable

Outcome 3: child status acceptable, system performance unacceptable

Outcome 4: child status unacceptable, system performance unacceptable

Obviously, the desirable result is to have as many children in Outcome 1 as possible and as few in Outcome 4 as possible. It is fortunate that some children do well in spite of unacceptable system performance (Outcome 3). Experience suggests that these are, most often, either unusually resilient and resourceful children, or children who have some "champion" or advocate who protects them from the shortcomings of the system. Unfortunately, there may also be some children who, in spite of good system performance, do not do well (these children would fall in Outcome 2).

		Favorable Status of Child	Unfavorable Status of Child	
Acceptability of Service System Performance	Acceptable System Performance	Outcome 1 Good status for the child, system performance presently acceptable. N=19 79.2%	Outcome 2 Poor status for the child, system performance minimally acceptable but limited in reach or efficacy. N=0 0%	79.2%
	Unacceptable System Performance	Outcome 3 Good status for the child, system performance presently unacceptable. N=3 12.5%	Outcome 4 Poor status for the child, system performance unacceptable. N=2 8.3%	20.8%
		91.7%	8.3%	

Case Story Analysis

For each of the cases reviewed in the region, the review team produced a narrative shortly after the review was completed. The story write-up contains a description of the findings, explaining from the reviewer's perspective what seems to be working in the system and what needs improvement. The narratives help explain the numerical results presented in the previous chapter by describing the circumstances of each case. Key practice issues identified are discussed below.

Summary of Case Specific Findings

Child and Family Status

Safety

Safety performance was the same as last year, at 96%. This reflects a significant gain from the 2000 baseline year score of 59%. Since that time, safety scores have been improving.

Placement Appropriateness

At 92%, placement appropriateness performance was the same as the prior year. For the past four years, scores have been above 90%. The region has been effective in keeping children in family-based settings.

Prospects for Permanence

Performance on progress toward permanence has been at 58% for the past three years. This area continues to need improvement and requires greater attention to assessment, planning, and long-term view on the system performance side. Without understanding underlying needs and responding to needs with an individualized plan that encompasses a long-term vision of the case, challenging cases will not achieve permanency. There is some indication that the needs of parents in reunification cases are not being given sufficient attention to support achievement of the reunification goal.

Stability

There is a need for improvement in addressing the stability needs of children, as 7 of the 24 children reviewed were unstable. For the past four years, scores have been at 65%, 62%, 71%, and 71%, respectively. As is the case with permanency, insufficient assessment, planning, and long-term view are contributing to instability.

Emotional Well-Being

Emotional well-being scores have risen from 67% last year to 88% this year, a notable gain.

Family Resourcefulness

Family resourcefulness scores continue to lag and were at 53% this year. While this indicator is among the most challenging to improve, continued effort is needed to help families achieve adequate sufficiency to care for their children. In a number of cases where family functioning was not improving, assessment and planning were insufficient.

System Performance

Service Team/Coordination

After multiple years of low performance scores, the region has demonstrated significant improvement in teaming and coordination. Scores improved from 54% last year to 83% this year. Reviewers found evidence of more routine use of team meetings and improving fidelity to the family team conferencing model. In an excellent example of team coordination with Probation, Workforce Services and DCFS, the reviewer wrote, “It is very unlikely that the family could have met the competing demands of all three agencies. By bringing all three agencies together in a team meeting, all three plans were made to compliment each other and work together.”

In another case, the reviewer stated, “The foster care caseworker has assembled an extensive team around (the child). The team coordinated services, developed a unified long-term view and planned a successful transition for (the child) to his grandparent’s home.”

One area needing improvement in teaming is inclusion of all relevant case contributors, such as school personnel, attorneys and others, on the team. Many of the teaming scores were in the minimally acceptable range. Team meetings are being held with greater frequency, but a number of teams had an incomplete composition. For example, a reviewer wrote, “The weakness (in the team) is that education is currently not a member of the child and family team.” Another wrote, “Both (the child’s) teacher and therapist related that they are unaware of the service plan. They do not feel a part of the team and have not met the DCFS caseworker.”

The region should be attentive to not letting staffings substitute for a team meeting. For example, a reviewer found, “Although there have been staffings on the case, there has not been a team meeting that included the youth (or any of his siblings)...Generally, when the meetings are held it is an exchange between the professionals and the youth.”

Functional Assessment

One of the biggest practice challenges facing the region is improving the quality and utility of the functional assessment. Assessment too often is viewed as a compliance task rather than as a vital work tool. Some assessments left out attention to critical life domains, others did not focus sufficiently on underlying needs, and a number gave too little attention to parental needs.

Several examples illustrate these points. In one case, the provider only addresses child needs, causing the reviewer to state, “Because O&A doesn’t involve a family assessment, their evaluation will only focus on (the child).” In the same case, it was found that, “As of yet, assessments have not identified (the child’s) underlying needs that contribute to her anxieties, depression, and the resulting manifestations such as oppositional defiance, running away, cutting, pacing, and so forth.” Another reviewer wrote about a crucial missing element of the understanding of child’s functioning by stating, “No one knows why (the youth) runs.” In a third case, the reviewer wrote, “There have been no formal assessments done on (the youth) such as a mental health assessment, a psychological, etc. We would think that with (the youth) attending an alternative school, that such assessments might be paramount to ruling out potential problems and addressing the youth’s underlying needs as well.”

Regarding family assessment, a reviewer found, “There is also not adequate assessment information regarding the stepfather’s domestic violence problem, nor regarding his anger, even though he participated in an anger management group.” Another stated, “There are a number of factors that have contributed to unfavorable results. One is the lack of knowledge about (the child’s) mother’s possible drug use... This leads to the lack of understanding of her underlying needs and hinders the team’s direction on how to help her currently.”

Long-Term View

Linked to problems with performance regarding assessment is a continuing problem in the region in operating from a long-term view in cases. Acceptability scores this year were 50%, as they were last year. In too many cases, the case perspective remains disproportionately focused on the next step, issue and challenge, not on the necessary outcome of the case. As a result, permanency performance and stability suffer. A measure of this challenge is due to the lack of useful and accurate functional assessments.

Long-term view deficiencies become particularly apparent in cases involving older youth in the system. In that regard, one reviewer stated, “Essential strategies are not identified in the plan. No long-term view has been established beyond the fact that (the youth) will be 18 and will be released from custody. The providers are not working toward any other goal and just assumed that was the way the case was headed.” Another wrote “(The youth) is a 14-year-old girl who has been in foster care for over two years and has not achieved permanence. At the current time, most team members feel that she will continue in foster care until she is 18 and ages out of the system. It is concerning that she may never obtain permanence, even after being in the foster care system for six years. (The youth’s) long-term view is alarming and efforts should be made to address this topic as quickly as possible in the team setting. If (the youth) ends up in independent living, she needs some diligent services to help her prepare for the future as a responsible adult.”

In a third case, this involving the view of the parent who has not been adequately assessed, the review wrote, “Since the issues of (the child’s) mother are not understood, the long-term view to help her obtain independence from the child welfare system is not clear.”

Child and Family Planning Process

While there has been modest improvement in planning performance each year, this year's scores dropped slightly, from 67% last year to 63% this year. Planning improvement was needed in 9 of the 24 cases. To improve, the planning process needs to be more closely linked to assessment and underlying needs, more thoughtful about balancing and coordinating the setting of expectations, more functional for the child and family (as opposed to a set of commands), and more individualized.

Several examples illustrate the improvement needs. One case story observed, "There is incongruity between the emerging recommendations for (the youth's) future between O&A and DCFS. Those interviewed believed that there will likely be a struggle over how to meet (the youth's) needs in the least restrictive, most appropriate setting if the DCFS child and family team meeting recommendations differ from those of O&A and the High Cost Review Committee." Another stated, "(The client) is currently struggling with repeated conflicts between important aspects of his service plan. While his continued participation and progress in substance abuse treatment is important; conflicts between treatment and urinalysis requirements have already contributed to the loss of a couple of jobs (fortunately, less desirable ones than his current job)."

A third reviewer found, "The Child and Family Planning Process was the only system indicator that was rated as unacceptable. The plan addressed needs in a generic way. Although circumstances in the case have changed markedly over the past six months, the Service Plan prepared just last month was nearly a carbon copy of the former Service Plan that was implemented six months ago. It would be difficult for someone to step into this case and use the case plan to guide case planning in a meaningful way."

Also, a reviewer stated, "Boiler plate, laundry list-type treatment plan that does not take into account the underlying needs. Instead, it is a list of demands that fails to explain how objectives of housing, employment, and compliance to drug treatment will be achieved through the efforts of a well-coordinated and supportive team."

In an example of good functional planning, linked to assessment, the reviewer found skilled planning by the team. "Perhaps one of the greatest things that has happened for (the child) is the shared understanding of professionals of her bond to her mother and her family. Because of this understanding, no one sought to cease reunification efforts with (mo m) at the 12-month permanency hearing, rather they deliberately chose to more actively pursue services that might enable her to have her children returned. Additionally, because of this awareness of her bond to family, the state doesn't intend to pursue termination of (mom's) rights to the children, which will enable them to maintain contact with her and their extended family over the years they remain in foster care."

Tracking and Adaptation

Tracking and adaptation have shown a marked performance improvement this year. Scores were 83%, compared with 63% last year. The increased use of child and family teams may be a contributor to the improvements in tracking.

In that regard, a reviewer found, “The caseworker did a great job in tracking this case and adapting the service plan to what was going on for (mom). (The child’s) part on the service plan is lacking. The legal team did feel that they were well informed on the case, and that great efforts were being made in regards to moving the case forward amidst great setbacks regarding the lack of housing and employment for (mom).” Another wrote, “It appears the team is tracking, adapting, and is highly responsive to the changing conditions. The team makes changes if the conditions change. Therefore, tracking and adaptation scored a 5.”

In one of the four cases where tracking and adaptation needed strengthening, the reviewer noted, “There is little tracking or monitoring of progress and has been no adaptation even in the service plan. Again the critical underlying needs of the youth are not noted and steps to providing for and fulfilling these goals and needs are not addressed.”

Child and Family Participation

The region also demonstrated progress in the area of child and family participation in planning and decision-making, improving performance from 67% last year to 75% this year. In one case where the worker was dealing with a challenging teen, the reviewer noted a worker’s skill in involving the youth. The case story states, “In April, (the youth’s) present worker engaged her in locating a foster placement with which she could concur. Since (the youth) also disagrees with and often opposes most suggestions offered by the adults in her life, it was critical that her DCFS worker consult with her about the placement. She moved to the structured foster home in late April where she again experienced a “honeymoon” of sorts where she did well in her specialized school setting though she put her foster mother’s consistency and patience to the test.”

In another innovative effort, the reviewer recognized the worker’s creativity in writing, “(Mom), although incarcerated, has been supported as an active member of the team through diligent efforts to keep her informed and to represent her issues and questions in team meetings. This is particularly important since many of the people interviewed recognized that (mom) has always been the “glue” that held the family together.”

Successful Transitions

Performance in responding to anticipated transitions improved, from 64% last year to 70% this year. Seven of the 24 cases needed significant improvement.

One reviewer found that, “The service team anticipated (the youth’s) transition to his grandparents’ home and planned it extremely well.” Another stated in regard to a child with serious health problems, “The hospital and DCFS worked cooperatively to allow the infant

directly into the foster home.” In a third case, the reviewer noted that, “The team has come up with a transition plan that would include (the youth) moving back to the foster home if the move (to independent living) did not prove successful.”

However, in a case without good transition planning, the reviewer found, “At school things were not going well for (the youth). He entered an alternative high school, Independence High School in August 2003. He has struggled getting to class on time and is on contract for attendance. He has struggled some academically and has also been disciplined (kicked out of class) for problem behavior. Additionally, he has difficulty sitting still, demonstrates a lack of participation in class, and is picked on by other kids. The school counselor has had no contact from DCFS. While the school counselor is addressing these issues, DCFS didn’t appear aware that these issues exist and did not appear to plan for (the youth) to have a successful and smooth transition to the new school environment.”

Formal and Informal Supports and Services

Scores on formal and informal supports fell from 92% last year to 79% this year. Among the support barriers identified were Section 8 housing availability, financial supports when TANF benefits are exhausted, mental health and DSPD services, and resources for families without legal status in the US.

Summary

Status scores remain high in the Western Region. Only Satisfaction and Caregiver Functioning scores declined and the decline in the latter was slight. Improvement occurred in Emotional/Behavioral Well-Being, Learning Progress, and Family Resourcefulness. Like other regions, additional attention is still needed for the improvement of three of the most critical categories, Permanency, Stability, and Family Resourcefulness. For progress to be sustained in a number of cases, these areas will require additional practice development work.

Regarding system performance, five categories improved, one remained the same, and five declined. Child and Family Teaming improved almost 30%. The core system performance areas of Assessment, Long-Term View, and Child and Family Planning need the most attention.

VIII. Recommendations for Practice Improvement

At the conclusion of the week of case record reviews, the review team provides regional staff its impressions regarding practice development needs that were observed during the review. While these impressions do not have the benefit of an analysis of the aggregate scores of practice trends in all cases, the feedback is useful in quickly interpreting what was learned. The feedback suggested the following practice needs and challenges.

Practice Development Opportunities

Recommendations

Child and Family Planning—Coaching and mentoring should be provided to staff by trainers and supervisors on needs-based planning. All staff do not have the ability to develop accurate and effective needs statements that reflect the underlying needs of the family. Case examples that permit practice in developing needs statements through a family team process would be useful in providing the training and coaching, as would use of cases now in each worker's caseload. Developmental work should include translating the needs statements into the actual child and family plan. There remain disconnects between the team's functional plan and the written plan that need to be resolved. Also, coaching should address the need to effective safety planning in cases where there is domestic violence.

Long-Term View—Considerable attention is needed to long-term view, which is linked to Assessment, which also needs attention. Areas where long-term view problems are revealed are in post-adoptive supports, kinship supports, inattention to planning for transitions and focusing on child needs, to the relative exclusion of parental needs. Coaching the long-term view is a natural role for supervisors, assuming they have clarity about this element of practice themselves. It would be useful to design a coaching guide for supervisors in this area, linked to assessment. Another planning obstacle is treatment plans for parents that involve such a frequent level of therapy/counseling/parenting/visiting between 8:00 a.m. to 5:00 p.m. that parents cannot balance work and the requirements of the plan. Supervisors should address this issue with staff in unit meetings and individual conferences.

Functional Assessment—As reflected in Child and Family Planning, workers have not fully mastered the identification of underlying needs and conditions as part of the assessment process. In-service training should build on the coaching on needs statements and include using the team to develop the functional assessment. The area of substance abuse needs particular attention.

Systemic Barriers

A number of systemic barriers were identified that need attention. They include:

- Insufficient funds to support guardianship plans, compared to the supports for children in foster care status, creating a disincentive to accept the guardianship role.
- Lack of quality and flexibility among many mental health providers.
- Parental loss of TANF benefits, with no other alternatives for self-support. Consideration should be given to convening family team conferences at intervals during the concluding year of eligibility to address economic self-sufficiency.
- Office of Recovery Services continues to be an obstacle for parents that have support payments so large that family economic sufficiency is compromised. Workers should be assertive in seeking mitigation for families in this circumstance.
- There appear to be funding constraints, or at least perceived constraints, that prevent the full implementation of transition plans for youth that are aging out of the system.
- Respondents noted barriers related to the timely licensing of kinship placements.
- Community resources are not well matched to the needs of low-functioning parents.

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- UA testing resources are not sufficiently accessible for parents and DCFS.
- Training on domestic violence issues needs to be strengthened.

Appendix

Milestone Trend Indicators

1. Number and percent of Home-Based child clients who came into Out-of-Home care within 12 months of Home-Based case closure. (Data is pulled one year prior in order to look 12 months forward.)

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	33	7%	40	8%	22	5%	18	4%	19	6%	18	4%	19	4%	27	6%	16	4%	15	4%
Salt Lake	49	8%	24	3%	39	5%	25	5%	23	4%	21	4%	27	5%	31	6%	37	6%	31	8%
Western	15	7%	17	7%	19	8%	18	7%	9	5%	3	2%	13	7%	2	1%	7	3%	7	5%
Eastern	10	7%	10	8%	9	6%	10	8%	6	3%	8	9%	2	2%	5	4%	4	4%	3	4%
Southwest	0	0%	4	5%	1	1%	1	1%	3	3%	5	9%	4	4%	8	11%	2	3%	0	0%
State	107	7%	95	5%	90	5%	72	5%	60	5%	55	4%	65	5%	74	5%	68	5%	56	4%

2. Number and percent of children in Out-of-Home care who were victims of substantiated allegations of abuse and neglect by Out-of-Home care parents, Out-of-Home care siblings, or residential staff.

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4thrd QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	0	0.0%	1	0.2%	3	0.5%	1	0.2%	2	0.4%	8	1.6%	0	0.0%	4	0.2%	0	0.0%	1	0.26%
Salt Lake	3	0.2%	0	0.0%	3	0.2%	1	0.1%	5	0.4%	1	0.1%	1	0.1%	0	0.0%	3	0.3%	0	n/a
Western	0	0.0%	2	0.7%	0	0.0%	1	0.0%	0	0.0%	1	0.4%	0	0.0%	5	1.7%	0	0.0%	0	n/a
Eastern	0	0.0%	0	0.0%	0	0.0%	1	0.0%	1	0.4%	0	0.0%	2	1.2%	0	0.0%	2	0.8%	2	0.75%
Southwest	0	0.0%	0	0.0%	0	0.0%	1	0.8%	0	0.0%	3	1.9%	0	0.0%	0	0.0%	0	0.0%	0	n/a
State	3	0.1%	3	0.1%	6	0.2%	5	0.2%	8	0.3%	13	0.5%	3	0.1%	9	0.4%	5	0.2%	3	0.13%

3. Number and percent of substantiated child victims with a prior Home-Based or Out-of-Home care case within the last 12 months.

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	66	9%	56	9%	50	8%	62	9%	49	8%	62	10%	47	8%	75	12%	57	8%	50	7%
Salt Lake	60	6%	93	8%	69	6%	64	5%	100	8%	69	5%	77	6%	118	9%	65	5%	74	6%
Western	23	8%	14	5%	29	8%	13	3%	27	8%	32	7%	28	8%	30	8%	33	8%	10	2%
Eastern	15	12%	10	6%	9	7%	9	6%	10	6%	18	11%	12	7%	22	14%	20	12%	20	9%
Southwest	14	6%	19	12%	9	4%	12	6%	9	5%	6	3%	11	5%	5	2%	3	1%	18	9%
State	178	8%	192	8%	166	7%	160	6%	194	7%	188	7%	175	7%	249	9%	177	6%	172	6%

4. Number and percent of substantiated child victims with a prior CPS substantiated allegation within the last 12 months.

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	110	16%	95	16%	67	11%	93	14%	80	13%	88	14%	66	11%	108	17%	81	11%	88	13%
Salt Lake	119	11%	137	11%	148	12%	158	12%	191	14%	148	11%	147	12%	183	13%	159	13%	166	13%
Western	27	9%	38	13%	51	14%	46	12%	40	11%	35	8%	55	17%	58	15%	55	13%	66	14%

Western Region Report

Eastern	24	19%	16	10%	10	8%	22	15%	13	8%	21	13%	33	19%	25	16%	20	12%	31	13%
Southwest	20	6%	17	10%	17	8%	22	12%	19	10%	17	9%	39	17%	23	10%	21	10%	27	14%
State	300	13%	303	13%	293	12%	341	13%	342	13%	310	11%	339	13%	403	14%	336	12%	380	13%

5. Number and percent of children in care for at least one year that attained permanency through case closure prior to 24 months of custody. (Data is pulled two years prior in order to look 24 months forward.)

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	24	63%	17	65%	22	69%	30	60%	22	76%	16	47%	24	73%	26	65%	17	63%	12	43%
Salt Lake	55	53%	51	50%	53	58%	53	61%	72	62%	51	59%	40	53%	54	57%	52	68%	62	68%
Western	4	36%	6	67%	12	60%	17	77%	13	62%	10	59%	16	57%	6	43%	5	38%	13	62%
Eastern	6	32%	11	92%	6	40%	7	47%	6	40%	14	74%	7	50%	14	61%	9	56%	4	44%
Southwest	4	44%	3	60%	5	38%	1	33%	0	0%	9	69%	3	60%	1	13%	3	38%	4	36%
State	93	52%	88	57%	98	57%	108	61%	113	61%	100	59%	90	58%	101	56%	86	63%	95	59%

6. Number and percent of children who entered Out-of-Home care who attained permanency through custody termination within one year. (Data is pulled one year prior in order to look 12 months forward.)

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	139	83%	115	77%	103	76%	102	71%	83	78%	107	79%	99	76%	88	75%	91	75%	62	72%
Salt Lake	265	70%	156	66%	113	60%	92	49%	88	54%	105	53%	93	53%	86	46%	107	60%	86	54%
Western	37	64%	27	61%	31	53%	43	75%	31	70%	34	62%	38	70%	35	76%	55	71%	57	73%
Eastern	38	72%	25	57%	21	60%	25	52%	31	66%	45	83%	35	67%	30	75%	29	71%	23	61%
Southwest	18	86%	18	58%	15	75%	24	75%	17	68%	18	62%	15	63%	13	62%	27	59%	19	61%
State	497	73%	341	68%	283	64%	286	61%	250	65%	309	66%	280	64%	255	62%	309	67%	247	63%

7. Number and percent of children with prior custody episodes within 6, 12, and 18 months.

		1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	Mos.	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	6	10	9%	10	8%	17	13%	18	15%	10	8%	10	12%	13	10%	10	6%	14	10%	9	8%
	12	13	12%	23	17%	24	18%	20	17%	13	11%	21	25%	17	13%	25	19%	20	14%	15	14%
	18	17	16%	24	8%	29	22%	25	21%	15	12%	21	25%	21	16%	27	21%	22	16%	17	16%
Salt Lake	6	6	4%	15	8%	10	6%	5	2%	8	5%	16	10%	10	5%	11	6%	14	9%	4	4%
	12	8	14%	23	12%	17	10%	21	12%	15	9%	23	14%	18	9%	13	7%	22	14%	5	5%
	18	14	9%	29	15%	20	11%	23	13%	16	9%	25	16%	22	11%	14	8%	23	15%	9	8%
Western	6	3	7%	1	2%	1	2%	4	9%	1	1%	6	8%	2	4%	2	3%	11	17%	1	2%
	12	3	7%	5	9%	2	4%	7	16%	2	3%	6	8%	3	5%	8	13%	14	21%	4	7%
	18	4	9%	6	11%	4	7%	7	16%	2	3%	10	13%	6	11%	8	13%	14	21%	4	7%
Eastern	6	6	13%	3	4%	2	4%	2	5%	6	12%	2	5%	3	6%	2	4%	4	9%	2	4%
	12	12	26%	4	7%	4	8%	3	8%	8	17%	5	13%	4	9%	4	13%	6	13%	9	2%
	18	13	28%	4	7%	6	12%	5	13%	8	17%	6	16%	5	11%	4	13%	6	12%	12	2%

Western Region Report

Southwest	6	1	4%	3	10%	2	8%	1	5%	2	4%	0	0%	0	0%	2	4%	0	0%	1	5%
	12	1	4%	4	14%	3	12%	1	5%	2	4%	0	0%	1	3%	4	8%	1	8%	1	5%
	18	2	8%	4	14%	6	25%	2	9%	5	11%	1	3%	1	3%	4	8%	1	8%	3	1%
State	6	26	7%	32	7%	32	8%	30	7%	27	6%	34	9%	28	6%	25	6%	43	10%	17	5%
	12	37	10%	59	12%	50	12%	52	13%	40	8%	55	14%	43	9%	51	11%	63	15%	34	10%
	18	50	13%	67	14%	65	15%	62	15%	46	10%	63	16%	55	12%	54	12%	66	16%	45	13%

8. Average months in care of cohorts in children in Out-of-Home care by goal, ethnicity, and sex. (Workers have 45 days to establish a goal and enter it in SAFE. Cases that were closed prior to a goal being established are not reported under this trend.)

	1st QT 2001	2nd QT 2001	3rd QT 2001	4th QT 2001	1st QT 2002	2nd QT 2002	3rd QT 2002	4th QT 2002	1st QT 2003	2nd QT 2003										
Adoption																				
Northern	18	19	24	18	14	20	13	19	18	14										
Salt Lake	19	31	23	26	21	26	24	25	23	16										
Western	21	17	19	18	10	9	6	20	16	26										
Eastern	34	26	0	41	17	15	18	14	16	10										
Southwest	7	15	16	24	11	20	17	13	11	21										
State	18	25	23	23	18	22	15	21	20	16										
Guardianship																				
Northern	22	19	27	3	0	12	8	9	6	18										
Salt Lake	18	14	21	22	23	19	16	29	23	18										
Western	59	20	5	42	10	3	68	15	26	11										
Eastern	16	6	14	0	0	13	0	53	32	60										
Southwest	17	0	0	6	5	48	0	2	13	11										
State	28	14	22	22	17	17	24	24	21	18										
Independent living																				
Northern	35	19	26	41	49	30	28	26	43	39										
Salt Lake	29	46	37	31	42	23	36	30	38	47										
Western	36	44	23	12	42	33	45	26	22	20										
Eastern	10	26	15	10	25	38	47	22	45	45										
Southwest	18	12	73	15	0	24	13	28	11	29										
State	30	36	33	26	43	27	37	27	37	41										
Individualized permanency plan																				
Northern	21	28	27	32	25	49	20	47	30	31										
Salt Lake	47	38	32	56	36	34	22	41	37	33										
Western	48	18	34	30	66	11	0	0	26	0										
Eastern	35	47	27	19	26	23	26	21	11	15										
Southwest	37	6	26	49	0	41	13	17	20	26										
State	41	33	30	38	36	33	22	37	32	29										
Return home																				
Northern	12	11	8	9	8	7	9	9	11	10										
Salt Lake	13	14	11	10	11	10	10	11	12	11										
Western	10	9	9	10	6	6	7	10	7	8										

Western Region Report

Eastern	11	5	10	8	8	13	7	9	8	5									
Southwest	7	8	11	7	6	11	5	7	11	10									
State	12	11	10	9	9	9	9	10	11	9									
Average length of stay of children in custody by ethnicity. (Data is average number of months.)																			
	1st QT 2001	2nd QT 2001	3rd QT 2001	4th QT 2001	1st QT 2002	2nd QT 2002	3rd Q 2002	4th QT 2002	1st QT 2003	2nd QT 2003									
African American																			
Northern	3	25	6	24	12	15	8	0	30	12									
Salt Lake	27	36	19	29	32	27	36	9	17	16									
Western	52	3	7	3	0	0	2	0	10	5									
Eastern	0	0	0	0	0	0	0	0	12	1									
Southwest	0	0	0	29	0	0	0	0	0	0									
State	19	55	20	25	30	21	15	9	18	14									
American Indian/Alaska Native																			
Northern	4	0	24	23	0	0	1	11	7	14									
Salt Lake	11	23	16	21	17	11	5	5	23	3									
Western	11	21	10	1	9	0	67	10	11	0									
Eastern	27	32	11	2	19	36	11	22	33	9									
Southwest	30	11	0	0	0	42	0	12	12	32									
State	21	28	10	16	17	20	17	15	19	14									
Asian																			
Northern	9	36	0	0	73	0	0	16	0	0									
Salt Lake	7	19	0	0	13	38	4	7	0	10									
Western	0	0	0	0	57	0	0	21	0	0									
Eastern	0	0	0	0	0	0	0	0	0	0									
Southwest	0	0	0	0	0	0	0	0	0	0									
State	6	26	0	0	31	38	4	13	0	10									
Caucasian																			
Northern	9	10	9	9	20	14	9	10	8	9									
Salt Lake	20	23	20	24	25	24	17	20	19	18									
Western	22	11	13	12	28	9	16	12	12	12									
Eastern	17	11	10	18	12	14	17	10	11	9									
Southwest	12	8	19	14	4	27	6	14	12	13									
State	21	22	21	17	21	19	13	14	14	13									
Hispanic																			
Northern	7	8	9	9	7	13	6	10	7	6									
Salt Lake	14	14	16	12	15	14	14	13	18	13									
Western	9	5	4	19	7	4	9	25	6	4									
Eastern	6	3	4	4	12	0	7	1	14	20									
Southwest	5	8	16	6	0	10	7	3	5	24									
State	11	10	14	11	12	12	10	12	11	9									
Other/Unknown																			
Northern	10	9	11	6	7	8	5	12	13	45									
Salt Lake	9	11	14	10	12	10	12	16	15	15									
Western	18	12	9	11	15	7	12	0	16	18									
Eastern	5	0	5	13	10	8	7	6	0	0									
Southwest	11	3	48	12	5	7	3	13	6	0									
State	14	9	9	9	10	9	9	14	14	18									

Western Region Report

Pacific Islander																				
Northern	0	31	0	16	0	0	0	0	0	0										
Salt Lake	17	18	4	8	0	12	3	10	21	11										
Western	0	0	0	0	0	0	0	0	1	16										
Eastern	0	38	0	0	0	0	0	0	0	10										
Southwest	0	0	0	0	0	0	0	18	0	0										
State	17	14	2	17	0	12	3	14	11	9										
Average number of months children in custody by sex																				
	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Northern	8	9	10	11	9	9	9	9	12	10	12	12	7	7	11	10	7	9	10	8
Salt Lake	16	16	22	18	17	18	17	20	21	17	16	17	14	15	16	17	18	19	14	16
Western	16	21	10	13	13	10	12	13	24	13	6	8	20	9	12	15	11	11	8	9
Eastern	21	9	21	8	8	9	10	15	10	13	12	16	12	12	11	13	15	15	4	16
Southwest	13	11	8	6	12	14	13	14	5	4	22	17	6	5	10	14	10	11	14	17
State	14	14	15	14	13	12	14	14	18	13	14	14	12	12	13	14	13	14	11	14
9. Percent of CPS investigations initiated within the time period mandated by state or local statute, regulation, or policy.																				
	Priority	1st QT 2001	2nd QT 2001	3rd QT 2001	4th QT 2001	1st QT 2002	2nd QT 2002	3rd QT 2002	4th QT 2002	1st QT 2003	2nd QT 2003									
Northern	1	100%	50%	100%	100%	100%	100%	100%	100%	n/a*	100%									
	2	92%	94%	88%	88%	89%	91%	92%	88%	88%	92%									
	3	75%	80%	82%	77%	72%	75%	72%	75%	73%	67%									
	4								74%	78%	83%									
Salt Lake	1	92%	93%	86%	87%	95%	91%	85%	81%	88%	90%									
	2	87%	92%	89%	88%	90%	91%	90%	91%	88%	89%									
	3	71%	71%	74%	73%	69%	69%	69%	70%	68%	71%									
	4								77%	74%	73%									
Western	1	100%	86%	100%	86%	96%	79%	90%	90%	97%	96%									
	2	87%	91%	88%	83%	89%	88%	90%	81%	74%	87%									
	3	58%	61%	65%	55%	55%	53%	56%	54%	57%	60%									
	4								61%	56%	62%									
Eastern	1	79%	80%	88%	79%	100%	100%	80%	67%	88%	93%									
	2	91%	85%	93%	89%	89%	96%	81%	85%	76%	87%									
	3	84%	87%	92%	93%	90%	90%	94%	91%	89%	88%									
	4								78%	95%	83%									
Southwest	1	95%	80%	100%	100%	100%	92%	64%	100%	100%	88%									
	2	90%	85%	88%	92%	91%	85%	90%	83%	87%	93%									
	3	75%	85%	87%	86%	88%	87%	87%	85%	84%	89%									
	4								93%	96%	98%									
State	1	93%	88%	92%	86%	96%	89%	82%	83%	91%	91%									
	2	89%	92%	89%	88%	90%	90%	90%	88%	86%	90%									
	3	70%	74%	77%	74%	71%	70%	71%	72%	70%	72%									
	4								75%	73%	75%									
*Northern had no priority 1 referrals in 1st quarter.																				

Western Region Report

10. Percent of children experiencing fewer than three placement changes within an Out-of-Home care service episode.

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	75	68%	87	62%	89	62%	106	75%	80	73%	76	73%	94	73%	92	73%	120	80%	76	70%
Salt Lake	109	46%	98	49%	85	45%	90	49%	89	46%	86	46%	107	53%	111	56%	110	50%	91	59%
Western	29	64%	28	49%	19	46%	45	67%	49	63%	47	78%	28	55%	36	68%	34	61%	51	71%
Eastern	32	64%	37	69%	33	73%	22	58%	32	61%	25	56%	27	68%	35	63%	28	65%	27	77%
Southwest	20	59%	15	54%	12	67%	8	42%	15	60%	11	46%	11	55%	17	74%	16	57%	12	38%
State	265	54%	265	55%	238	55%	271	60%	265	58%	245	58%	267	61%	291	64%	308	62%	258	64%

11. Number and percent of children in placement by order of restrictiveness. (Point-in-time: last day of the report period.)

	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Residential treatment																				
Northern	34	8%	29	7%	26	6%	27	7%	27	7%	32	8%	35	9%	35	9%	27	7%	28	7%
Salt Lake	99	9%	102	9%	101	9%	109	10%	110	10%	108	10%	122	12%	134	13%	122	13%	122	14%
Western	16	7%	21	10%	19	8%	18	8%	19	9%	23	10%	20	8%	88	8%	16	6%	19	7%
Eastern	19	9%	22	10%	23	10%	18	8%	21	10%	15	7%	20	9%	93	6%	15	7%	18	8%
Southwest	5	5%	6	6%	6	6%	4	4%	7	6%	11	8%	10	7%	52	5%	6	6%	6	6%
State	173	9%	180	9%	175	8%	176	9%	184	9%	189	9%	207	10%	209	10%	186	10%	193	10%
Group home																				
Northern	9	2%	9	2%	14	3%	8	2%	9	2%	9	2%	8	2%	11	3%	11	3%	16	4%
Salt Lake	63	6%	65	6%	58	5%	55	5%	53	5%	49	5%	52	5%	50	5%	58	6%	68	7%
Western	5	2%	8	4%	6	3%	7	3%	6	3%	8	4%	8	3%	7	3%	5	2%	5	2%
Eastern	4	2%	8	4%	6	3%	4	2%	5	2%	4	2%	5	2%	5	2%	6	3%	6	3%
Southwest	3	3%	3	3%	3	3%	2	2%	5	4%	3	2%	3	2%	3	2%	1	1%	2	2%
State	84	4%	93	4%	87	4%	76	4%	78	4%	73	4%	76	4%	76	4%	81	4%	97	5%
Treatment foster homes																				
Northern	111	25%	111	26%	115	27%	114	29%	117	29%	115	29%	123	30%	127	32%	130	33%	133	34%
Salt Lake	259	24%	238	22%	229	21%	211	20%	221	21%	49	20%	234	22%	239	23%	219	23%	223	25%
Western	60	27%	69	31%	86	37%	81	38%	67	31%	80	35%	79	33%	88	35%	93	34%	92	36%
Eastern	71	33%	68	31%	74	33%	76	34%	77	36%	73	36%	82	38%	93	44%	97	44%	89	39%
Southwest	32	34%	38	40%	38	40%	46	45%	55	46%	52	40%	55	38%	52	39%	52	44%	47	44%
State	533	26%	524	26%	542	26%	528	26%	537	27%	545	27%	573	28%	599	29%	591	30%	584	31%
Family foster home																				
Northern	236	54%	232	54%	231	55%	212	53%	233	57%	204	52%	214	52%	193	48%	182	47%	196	51%
Salt Lake	537	51%	574	53%	572	53%	572	54%	559	52%	531	54%	546	52%	505	49%	469	48%	428	47%
Western	133	60%	112	51%	113	48%	90	42%	106	50%	112	49%	131	54%	120	48%	137	50%	133	52%
Eastern	117	54%	114	53%	114	51%	122	54%	108	51%	112	55%	107	49%	100	47%	102	46%	120	52%
Southwest	50	53%	47	49%	47	50%	49	47%	47	38%	56	44%	67	47%	63	47%	39	33%	42	39%
State	1073	53%	1079	53%	1077	53%	1045	52%	1053	52%	1015	51%	1065	52%	981	48%	929	47%	919	48%

Western Region Report

Other																				
Northern	47	11%	50	12%	36	9%	41	11%	28	7%	36	9%	34	8%	39	10%	43	11%	20	5%
Salt Lake	109	10%	102	9%	117	11%	122	11%	132	12%	142	12%	99	9%	112	11%	107	11%	81	9%
Western	9	4%	11	5%	10	4%	18	8%	15	7%	9	4%	5	2%	14	6%	23	9%	9	3%
Eastern	3	2%	5	2%	7	3%	8	4%	5	5%	1	1%	4	2%	1	0%	1	0%	5	2%
Southwest	4	4%	1	1%	1	1%	4	4%	9	7%	9	7%	8	6%	10	7%	20	17%	10	9%
State	172	9%	169	8%	171	9%	193	10%	189	9%	197	10%	150	7%	176	9%	194	10%	125	7%
12. Number and percent of all children younger than five years exiting custody in year who did not attain permanency within six months by closure reason.																				
	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Adoption final																				
Northern	14	58%	29	81%	12	57%	10	36%	11	61%	9	53%	13	76%	12	63%	18	72%	3	23%
Salt Lake	22	55%	35	69%	33	61%	21	50%	26	63%	38	70%	17	55%	29	56%	28	22%	26	67%
Western	1	17%	9	64%	9	60%	10	71%	2	25%	1	25%	0	0%	8	73%	7	14%	4	50%
Eastern	0	0%	9	90%	2	50%	2	100%	3	38%	5	46%	2	40%	1	11%	1	30%	1	100%
Southwest	2	22%	3	50%	0	0%	1	25%	3	100%	4	67%	1	100%	4	67%	4	10%	7	88%
State	39	48%	85	73%	56	60%	44	49%	45	58%	57	62%	33	58%	54	56%	58	73%	41	59%
Custody returned to parents																				
Northern	9	38%	5	14%	7	33%	16	57%	7	39%	8	47%	4	24%	5	26%	7	28%	7	54%
Salt Lake	13	33%	11	22%	16	30%	16	38%	12	29%	11	20%	11	35%	20	38%	6	14%	11	28%
Western	5	83%	4	29%	1	7%	2	14%	4	50%	3	75%	3	100%	3	27%	4	9%	2	25%
Eastern	1	50%	1	10%	2	50%	0	0%	4	50%	5	46%	3	60%	1	11%	2	67%	0	0
Southwest	7	78%	1	17%	0	0%	2	50%	0	0%	2	33%	0	0%	2	33%	0	0%	1	13%
State	35	43%	22	19%	26	28%	36	40%	27	35%	29	32%	21	37%	31	32%	19	24%	21	30%
Custody returned to relative/guardian																				
Northern	1	4%	1	3%	2	10%	2	7%	0	0%	0	0%	0	0%	2	11%	0	0%	3	23%
Salt Lake	4	10%	5	10%	5	9%	5	12%	3	7%	4	7%	3	10%	3	6%	1	3%	2	5%
Western	0	0%	1	7%	5	33%	2	14%	2	25%	0	0%	0	0%	0	0%	0	0%	2	25%
Eastern	0	0%	0	0%	0	0%	0	0%	1	13%	0	0%	0	0%	6	67%	0	0%	0	0
Southwest	0	0%	2	33%	0	0%	1	25%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0
State	5	6%	9	8%	12	13%	10	11%	6	8%	4	4%	3	5%	11	11%	1	1%	7	10%
Custody to foster parent																				
Northern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%	2	5%	0	0%
Western	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern	1	50%	0	0%	0	0%	0	0%	0	0%	1	9%	0	0%	1	11%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
State	1	1%	0	0%	0	0%	0	0%	0	0%	2	2%	0	0%	1	1%	2	3%	0	0%
Death																				
Northern	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake	1	3%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Western	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
State	1	1%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Western Region Report

13. Number and percent of all children exiting custody in year who did not attain permanency within six months by closure reason.																				
	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Adoption final																				
Northern	22	40%	38	50%	22	37%	24	35%	17	32%	22	41%	20	37%	24	43%	25	43%	8	14%
Salt Lake	29	17%	5	34%	45	32%	35	30%	38	28%	51	41%	22	18%	48	37%	46	30%	39	37%
Western	2	6%	13	34%	9	32%	14	35%	2	5%	4	19%	5	26%	11	31%	8	30%	7	21%
Eastern	1	4%	10	40%	2	12%	3	14%	5	17%	5	17%	2	10%	1	4%	1	5%	1	10%
Southwest	2	10%	4	24%	1	14%	3	21%	3	43%	7	35%	1	13%	4	29%	6	30%	12	41%
State	56	18%	70	37%	79	30%	79	31%	65	24%	89	36%	50	22%	88	33%	86	31%	67	29%
Emancipation																				
Northern	8	14%	9	12%	4	7%	5	7%	14	26%	5	9%	1	2%	11	20%	8	14%	5	9%
Salt Lake	26	15%	24	16%	13	10%	26	23%	20	15%	13	10%	25	20%	16	12%	30	19%	11	10%
Western	12	33%	4	11%	2	7%	3	8%	8	19%	3	14%	5	26%	6	17%	3	11%	3	9%
Eastern	4	15%	6	24%	4	24%	5	24%	4	14%	3	10%	3	14%	7	25%	7	37%	0	0%
Southwest	3	14%	1	6%	3	43%	1	7%	0	0%	2	10%	1	13%	2	14%	2	10%	2	7%
State	53	17%	44	14%	26	9%	40	16%	46	17%	26	11%	35	16%	42	16%	50	18%	21	9%
Returned to parents																				
Northern	18	31%	17	22%	21	36%	32	47%	17	32%	23	43%	20	37%	12	21%	23	39%	27	50%
Salt Lake	82	49%	47	32%	51	36%	42	37%	49	36%	42	34%	54	20%	48	37%	56	36%	37	35%
Western	13	36%	14	37%	5	18%	14	35%	16	37%	12	57%	6	32%	15	42%	10	37%	16	48%
Eastern	14	54%	4	16%	8	47%	7	33%	11	38%	15	52%	11	52%	9	32%	7	37%	2	20%
Southwest	15	71%	7	41%	2	29%	9	64%	4	57%	8	40%	4	50%	6	43%	10	50%	11	38%
State	142	46%	89	28%	87	34%	104	40%	97	36%	100	40%	95	42%	90	34%	106	38%	93	40%
Custody to relative/guardian																				
Northern	7	12%	6	8%	9	15%	4	5%	4	8%	1	2%	10	19%	6	11%	2	3%	11	20%
Salt Lake	13	8%	12	8%	14	10%	8	7%	20	15%	11	9%	16	13%	11	8%	9	6%	10	10%
Western	5	14%	6	16%	11	39%	8	20%	10	23%	2	10%	0	0%	2	6%	5	19%	6	18%
Eastern	2	8%	1	4%	3	18%	3	14%	7	24%	3	10%	1	5%	8	29%	3	16%	3	30%
Southwest	1	5%	5	29%	0	14%	1	7%	0	0%	1	5%	0	0%	0	0%	2	10%	3	10%
State	28	9%	30	10%	37	15%	24	9%	41	41%	18	7%	27	12%	27	10%	21	8%	33	14%
Custody to youth corrections																				
Northern	1	2%	4	5%	0	0%	3	4%	0	0%	0	0%	2	4%	2	4%	0	0%	1	2%
Salt Lake	12	7%	4	3%	10	7%	2	2%	6	4%	5	4%	2	2%	6	5%	4	3%	1	1%
Western	2	6%	0	0%	0	0%	1	3%	4	9%	0	0%	2	11%	1	3%	1	4%	0	0%
Eastern	3	12%	1	4%	0	0%	2	10%	1	4%	1	4%	2	10%	0	0%	1	5%	2	20%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	1	5%	1	13%	1	8%	0	0%	1	3%
State	18	6%	9	3%	10	4%	8	3%	11	4%	7	3%	9	4%	10	4%	6	2%	5	2%
Custody to foster parent																				
Northern	1	2%	0	0%	0	0%	0	0%	1	2%	3	6%	1	2%	1	2%	1	2%	0	0%
Salt Lake	4	2%	8	5%	7	5%	2	2%	0	0%	3	2%	1	1%	0	0%	8	5%	5	5%
Western	2	6%	0	0%	0	0%	0	0%	3	7%	0	0%	1	5%	1	3%	0	0%	1	3%
Eastern	2	8%	3	12%	0	0%	1	5%	1	4%	2	10%	3	11%	0	0%	0	0%	2	20%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	1	5%	0	0%	0	0%	0	0%	0	0%
State	9	3%	11	4%	7	3%	3	1%	5	2%	8	3%	5	2%	5	2%	9	3%	8	3%

Western Region Report

Death																				
Northern	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%
Western	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	7%	0	0%	0	0%
State	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%	0	0%
Non-petitional release																				
Northern	1	2%	0	0%	1	5%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2	4%
Salt Lake	0	0%	2	1%	1	1%	0	0%	4	3%	0	0%	3	3%	0	0%	0	0%	2	2%
Western	0	0%	1	3%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	1%	0	0%
Eastern	0	0%	0	0%	0	0%	0	0%	0	0%	1	4%	0	0%	0	0%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	13%	0	0%	0	0%	0	0%
State	1	0%	3	1%	2	2%	0	0%	4	2%	1	0%	4	2%	0	0%	0	0%	4	2%
Child ran away																				
Northern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%
Western	0	0%	0	0%	1	4%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
State	0	0%	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Voluntary custody terminated																				
Northern	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Western	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
State	1	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
14. Number and percent of children age 18 or older, exiting care by education level.																				
	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Attending school																				
Northern									3	23%	1	20%	1	100%	3	20%	1	13%	0	0%
Salt Lake									12	46%	7	41%	14	52%	12	60%	12	44%	6	50%
Western									1	14%	2	50%	2	33%	3	33%	4	57%	0	0%
Eastern									0	0%	0	0%	1	33%	0	0%	3	33%	0	0%
Southwest									0	0%	0	0%	0	0%	1	50%	0	0%	0	0%
State									16	31%	10	29%	18	46%	19	36%	20	65%	0	0%
Graduated																				
Northern									0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake									3	12%	0	0%	0	0%	0	0%	0	0%	0	0%
Western									1	14%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern									0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest									0	0%	0	0%	0	0%	1	50%	0	0%	0	0%
State									4	8%	0	0%	0	0%	1	2%	0	0%	0	0%

Western Region Report

Not in school*																				
Northern									1	8%	0	0%	0	0%	0	0%	0	0%	0	0%
Salt Lake									1	4%	0	0%	0	0%	0	0%	0	0%	0	0%
Western									0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Eastern									0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest									0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
State									2	4%	0	0%	0	0%	0	0%	0	0%	0	0%
Data not entered in system																				
Northern									9	69%	4	80%	0	0%	13	87%	7	88%	7	100%
Salt Lake									10	38%	10	59%	13	48%	8	40%	15	56%	5	50%
Western									5	71%	2	50%	4	67%	6	67%	3	43%	3	100%
Eastern									5	100%	6	100%	2	67%	7	100%	7	78%	n/a	0%
Southwest									0	0%	3	100%	2	100%	0	0%	3	100%	2	100%
State									29	57%	25	71%	21	54%	34	64%	35	65%	17	77%
*Not in school means dropped out, suspended or expelled.																				
15. Number of children in custody who are legally freed for adoption and the percent who are placed in an adoptive home within six months. (Outcomes II.D.1)																				
	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern									25	56%	24	46%	29	52%	10	43%	8	40%	25	44%
Salt Lake									74	32%	59	22%	75	41%	24	33%	16	26%	52	12%
Western									2	0%	5	60%	5	60%	3	75%	2	67%	2	50%
Eastern									0	0%	1	0%	3	0%	1	25%	0	0%	5	40%
Southwest									8	88%	4	100%	4	75%	3	50%	7	88%	6	83%
State									109	41%	93	33%	116	45%	41	38%	33	34%	90	28%
16. Number and percent of adoption placements that disrupt before finalization.																				
	1st QT 2001		2nd QT 2001		3rd QT 2001		4th QT 2001		1st QT 2002		2nd QT 2002		3rd QT 2002		4th QT 2002		1st QT 2003		2nd QT 2003	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northern	2	2%	1	1%	1	2%	1	2%	2	3.92%	1	2%	0	0%	2	4%	0	0%	3	8%
Salt Lake	6	4%	4	2%	1	1%	1	1%	0	0%	1	1%	0	0%	0	0%	0	0%	2	3%
Western	1	3%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	7%	0	0%	0	0%
Eastern	0	0%	0	0%	0	0%	0	0%	1	7.14%	0	0%	0	0%	0	0%	0	0%	0	0%
Southwest	0	0%	0	0%	0	0%	0	0%	1	1.09%	0	0%	0	0%	1	11%	0	0%	0	0%
State	9	3%	5	2%	2	1%	2	1%	4	2.27%	0	1%	0	0%	4	2%	0	0%	5	4%